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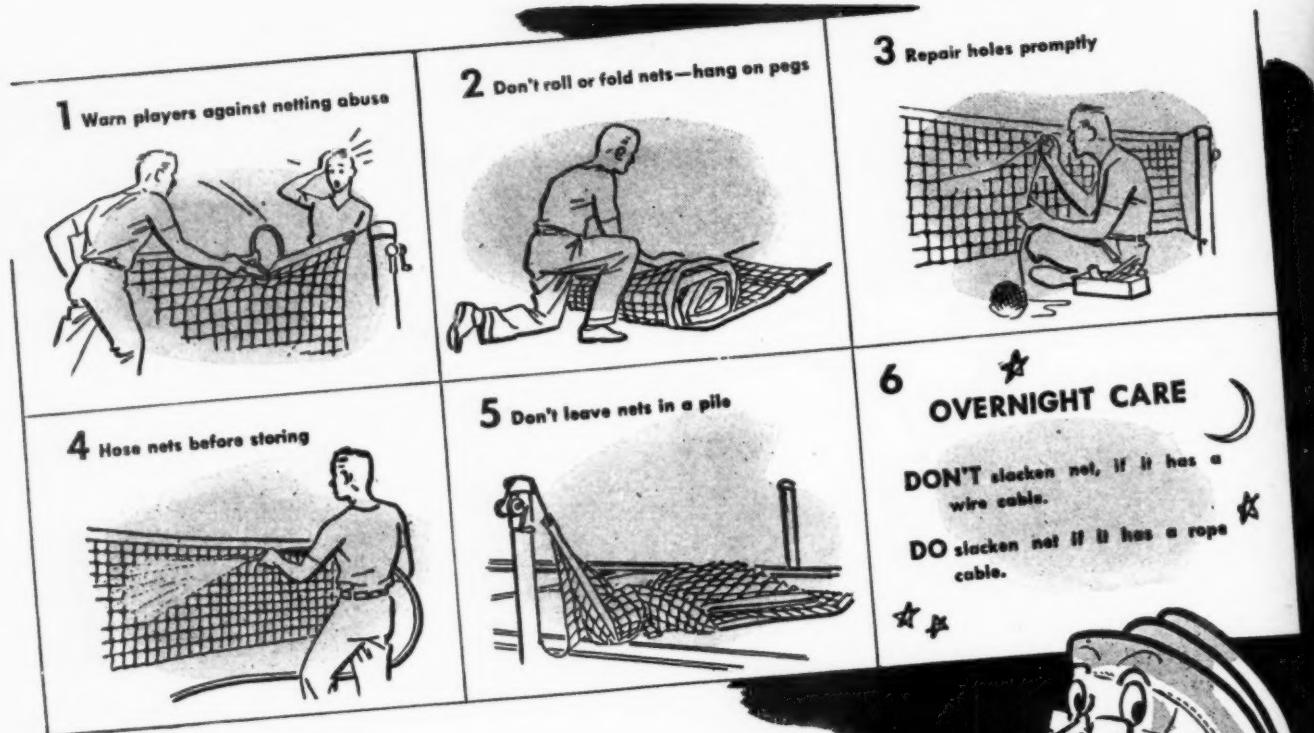
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Edited by H. V. Porter

COACHES' CORNER

NOON-HOUR VOLLEYBALL

By Seymour L. Murphy

Editor: OWEN REED
Assistant Editor: H. L. MASIN

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America's pilots train as a team, coordinate individual maneuvers as a team, gain mutual confidence as a team—then fight as a team!

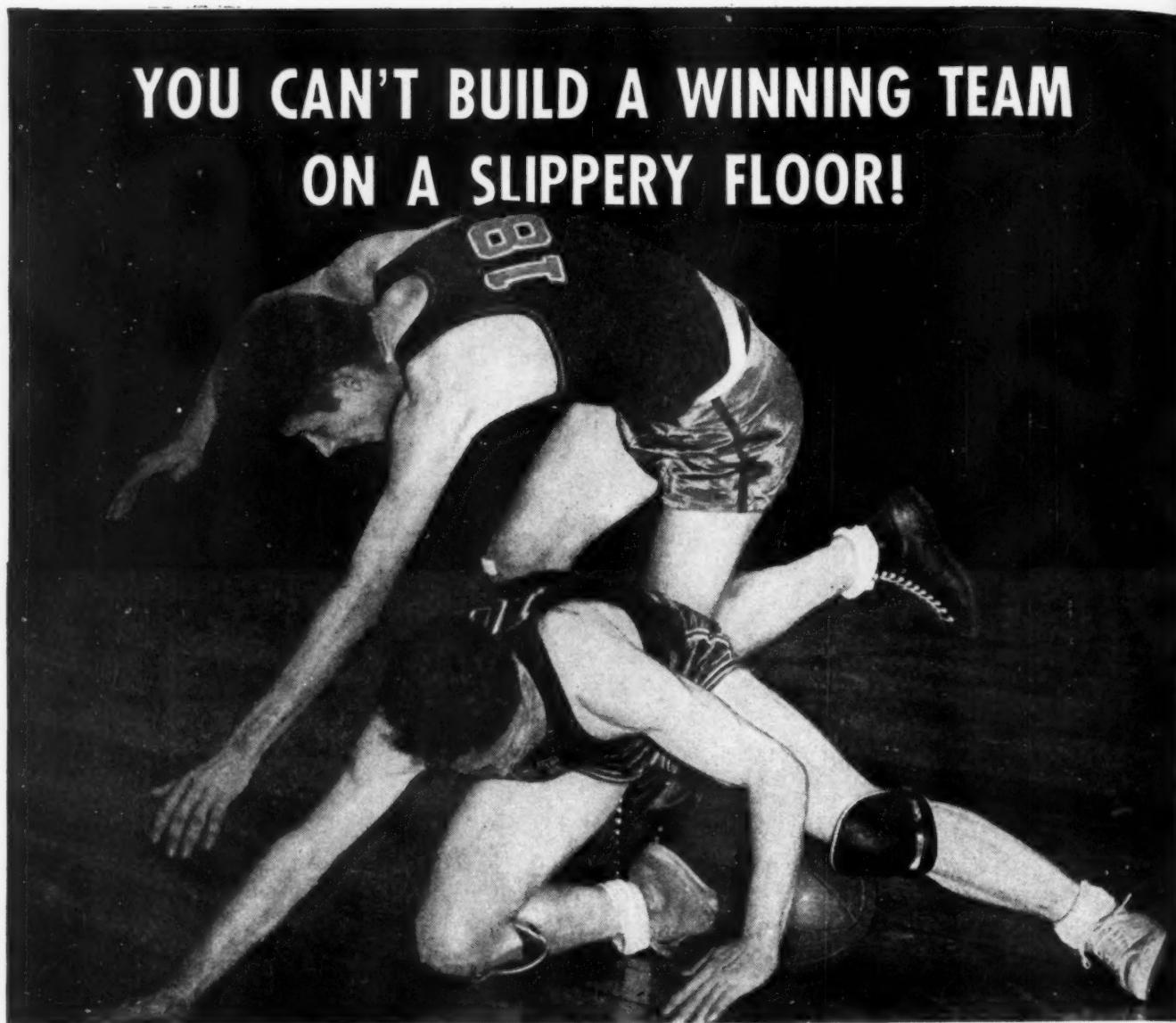
Why are they so successful in war? Because in peace...when they played baseball or football or basketball or softball...they were learning how to coordinate their efforts with their team-mates' for victory.

In the post-war period—and for all time—America is going to need teamwork in solving economic, social, and political problems...in keeping the peace when won. Again, our playgrounds and athletic fields will build this teamwork to provide the spark to keep America's bright torch shining.

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This season follow the path taken by 5500 top-flight coaches and give your team more *victory power*. Put mop-applied, easily maintained Seal-O-San on *your gym floor—now*—and watch your team "zip-and-go." All through 1945 you'll be glad you applied Seal-O-San.

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WITH December 25th only a layup shot away, we'd like to take this opportunity to wish you all a joyous Noel and a victory-full New Year. All we ask in return is that you send us your answers to the questionnaire on page 32.

As we pointed out last month, we're assisting the American Commission for Living War Memorials in a survey of high school athletic facilities. From these statistics, the Commission will work out a plan that will assure our school areas of practical living memorials such as athletic fields, gymnasiums and swimming pools.

We outlined the living-memorial project in our November editorial. Right now we're interested in getting those questionnaires back. We know you'll get behind us on this. But, please, don't clip the coupon and then sit down on it. Fill it out now; mail it to us today.

If your school is lucky enough to have a wholly adequate athletic plant, fill in the questionnaire anyway. The information is essential in ascertaining an overall picture. Hence, in the third question, instead of listing the athletic facilities your school and community need, you may list any other type of facility (hospital, park, etc.).

WE don't think the following poem needs any introduction or comment other than that it appeared on the editorial page of the *New York Herald Tribune*, titled, "Football Field," by Bianca Bradbury.

Armed with perilous sharp tools,
Armed with boys' own savage rules,
They play it out for keeps, tonight.

HERE'S a story we took with a whole sack of salt. But since it's of sure-fire interest (and may be true for all we know), we're passing it on to you.

It happened back in the early 1900's in a town on the Kansas plains. One Frankie Brown and a tall Kansan, unknown in the ring, had just finished a bout which was voted a draw by the judges.

After the fights, Brown caught up with his opponent on the way home with his paraphernalia wrapped in an old newspaper. They began chinning and wound up in an all-night lunch room, talking over sandwiches and milk.

Brown told the Kansan how much he admired his ring style, what a fine boxer he'd make. But the other boy smiled and said: "I'm going to college so I can get an education and carve a career for myself."

They talked and talked until finally, after midnight, Frankie Brown had been sold a bill of goods. He, too, decided to forsake the ring and enter college. He thanked the Kansan for his advice.

"That's okay, Frankie, you're welcome," the Kansan said.

Then Brown grinned. "Forget the Frankie Brown stuff. That's just my ring name. My real name's Rockne —Knute Rockne. And say, if I should want to write you and tell you how I'm doing or want to find out how you're doing, how do I spell that last name of yours?"

The Kansan spelled it out:
"E-i-s-e-n-h-o-w-e-r. Dwight Eisenhower."

(Concluded on page 33)

Peopled in ghosts the dark field
sleeps.

Yesterday's boys have found a goal
On dusty road or bare atoll,
Playing for keeps.

Silvered the empty bleachers curve,
Small winds stirring under the
moon.

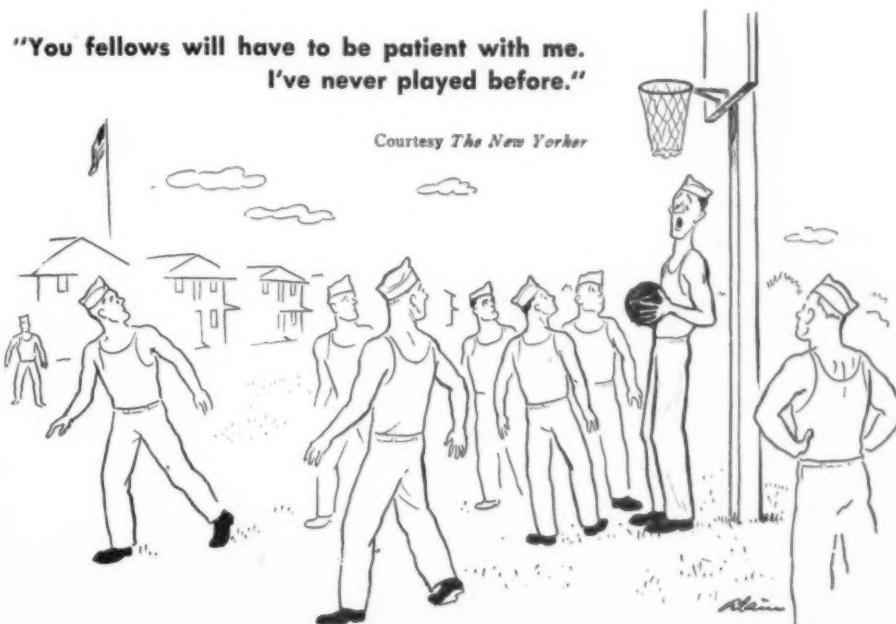
Only the lonely stars observe
Ghosts of a russet afternoon.

Hands on hips, the whistle blowing,
A joyous and tumultuous wall
Of boys to meet a fragile ball,
The long line crouches, strengthens,
flowing.

Somewhere beneath the bomber's
cold light,

**"You fellows will have to be patient with me.
I've never played before."**

Courtesy *The New Yorker*



SPORTS--

Active Partner of VICTORY



SINCE the beginning of this war there have been those who favored throwing out all American sports for the duration on the grounds that they are merely so much fun, a pastime of no value to a war.

But there were others of us, including many prominent coaches and trainers, who *knew* sports and *believed* in the invaluable place of our competitive sports in war. We fought from the first to have them recognized as being vital to the physical fitness of our fighting men and civilians.

Today all Americans, from the leaders of our nation and our fighting forces down to the newsboys on the street corners, know of the heroic deeds of many of our great athletes.

In land fighting, in sea fighting, in air battles, these American athletes—boys who have participated in one or more of our major competitive sports—have demonstrated the priceless value of sports training to the fighting man.

Not only in their physical condition, but in skills and agilities—in aptitude for anything involving physical and mental coordination—in teamwork—and above all in fighting spirit and will-to-win, these American sports-trained men are the best fighting men in the world.

This does not mean that only the boys who have competed in our rugged combative sports are doing a job in this war. There is many a hero today whose most vigorous sport prior to the war was a fast game of table tennis or a few frames of bowling.

It *does* mean that the records of this war are show-

ing that boys who have participated in our vigorous, competitive sports, either before or as a part of military training, develop qualities that are making them the best fighting men in the world.

This is the season for making good resolutions.

Let us resolve then, that what this war has *proved* about our competitive sports shall not be forgotten when war has ended.

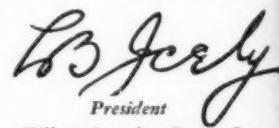
Let us resolve that henceforth all America's youth shall be offered training in a nation-wide program of our competitive sports, to the end that our American standards of physical fitness shall be *raised*.

Let us resolve that football, basketball, baseball, softball, tennis, badminton, golf, boxing, swimming, bowling and all other games and recreation, including hunting and fishing, be boosted to the highest level of national participation in history during the coming post-war "recovery" years.

America's competitive sports have been the "active partner" in the winning of thousands of decorations for outstanding service in this war.

Sports training has proved the deciding factor in many a young fighter's miraculous battle for victory and life.

Let us resolve that America shall not forget this lesson in the value of our sports to physical fitness, physical health and physical efficiency.

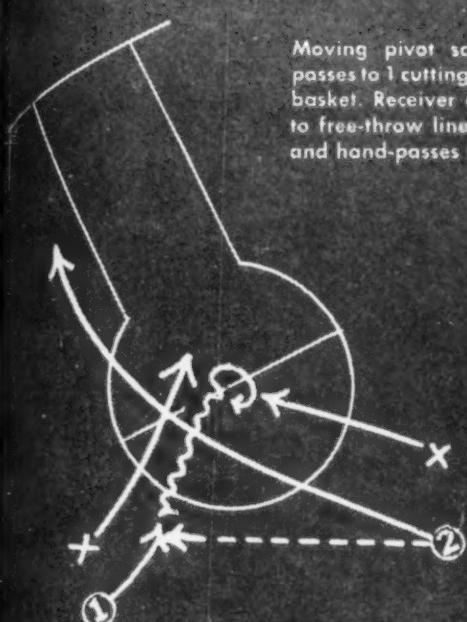

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President

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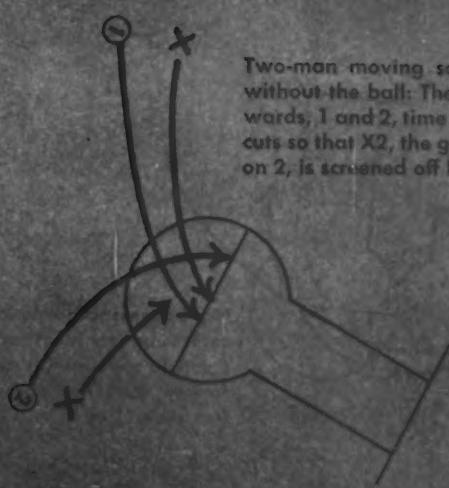
MEMBER: The Athletic Institute, a non-profit organization
dedicated to the advancement of national physical fitness.

IT'S WILSON TODAY IN SPORTS EQUIPMENT

Moving pivot screen: 2 passes to 1 cutting toward basket. Receiver dribbles to free-throw line, pivots and hand-passes to 2.

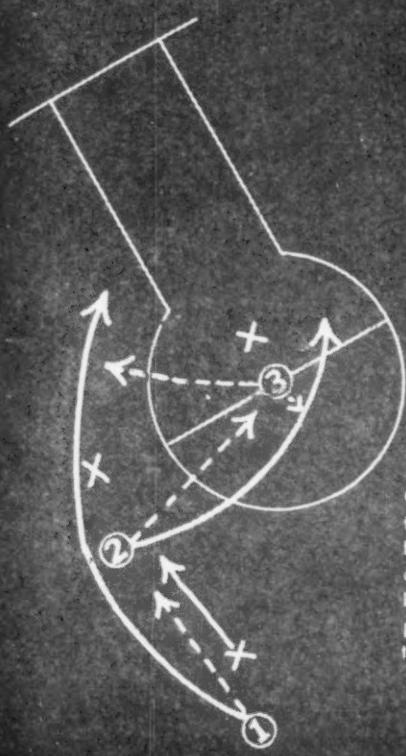


Two-man moving screen without the ball: The forwards, 1 and 2, time their cuts so that X2, the guard on 2, is screened off by 1.

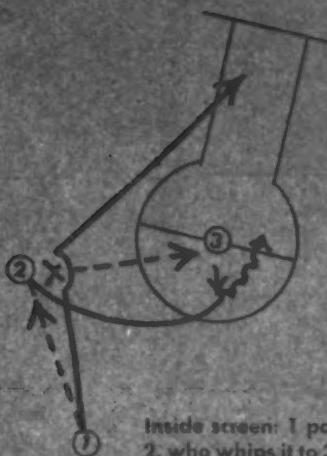


The famous University of Kentucky basketball coach presents a catalog of 16 plays for all occasions, including: Back-court screens, out-of-bounds and jump-ball situations, fast break, and single and double pivot offenses.

Pivot screen: 1 passes to 4, who whips ball to 3. Both 4 and 5 then cut around the pivot screener, 3, who gives ball to open man.

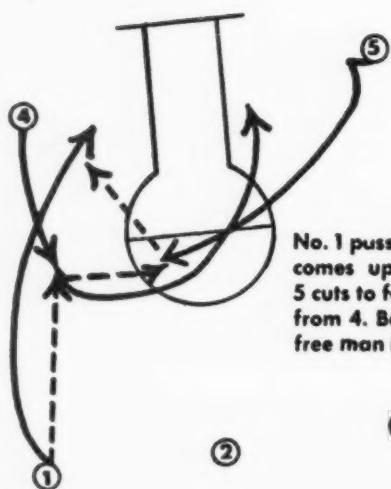


Outside screen: 1 passes to 2, who relays ball to 3. No. 1 follows his pass on the outside, using 2 as screen. Latter then cuts around pivot, 3, who gives ball to either.

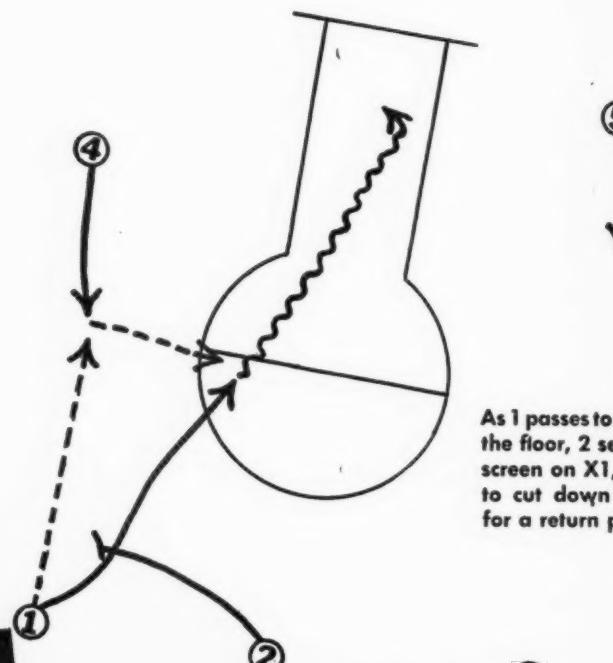


Inside screen: 1 passes to 2, who whips it to 3. No. 1 sets up inside screen on X2, and 2 cuts immediately. 1 rolls and goes.

WINNING PLAYS by Adolph Rupp

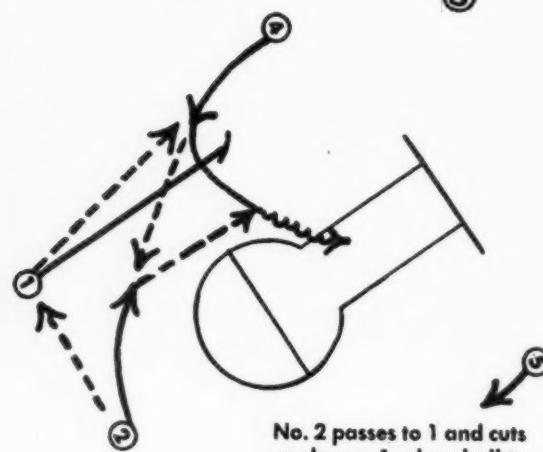


No. 1 passes to No. 4, who comes up to meet ball. 5 cuts to foul line for pass from 4. Ball then goes to free man (1 or 4).

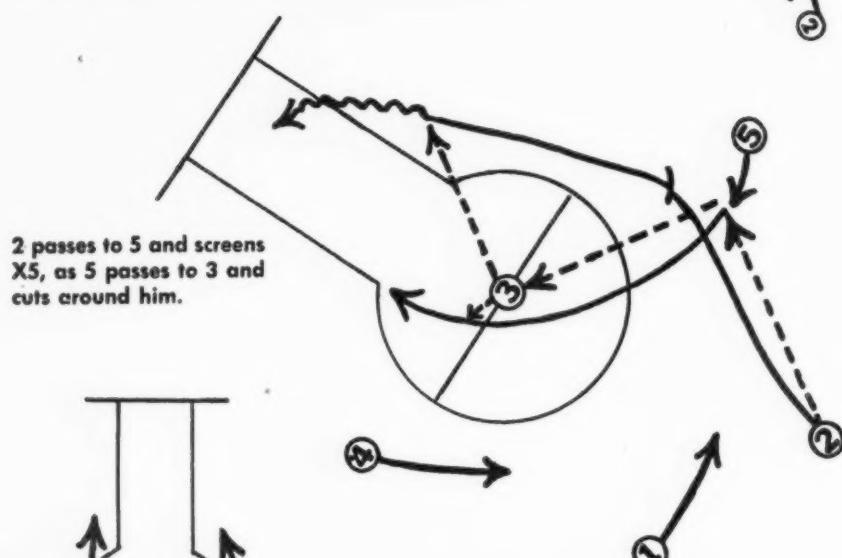


As 1 passes to 4 coming up the floor, 2 sets up inside screen on X1, enabling 1 to cut down the middle for a return pass.

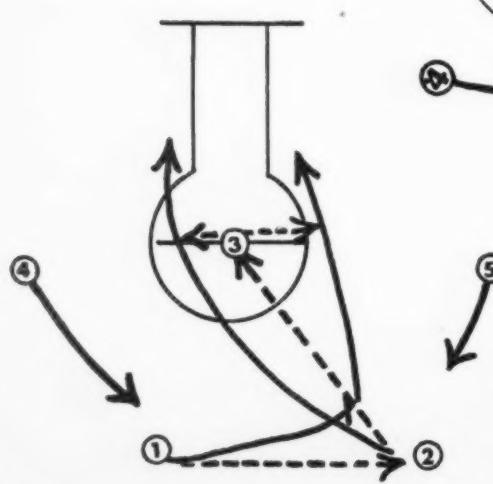
In setting up a pivot offense (single or double), make sure your pivots get plenty of practice in ball-handling. They must know when and whom to feed, when to play safe by passing back to their guards, and when to fake and reverse. Several simple but effective scoring plays are outlined here. With practice, other options will manifest themselves, strengthening the sequence.



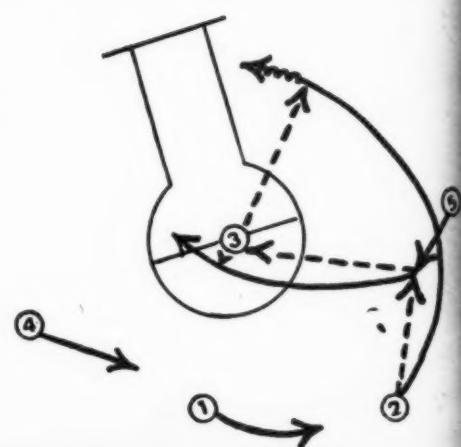
No. 2 passes to 1 and cuts as shown. 1 relays ball to 4 and then screens for him. 4 passes to 2 and cuts for return.



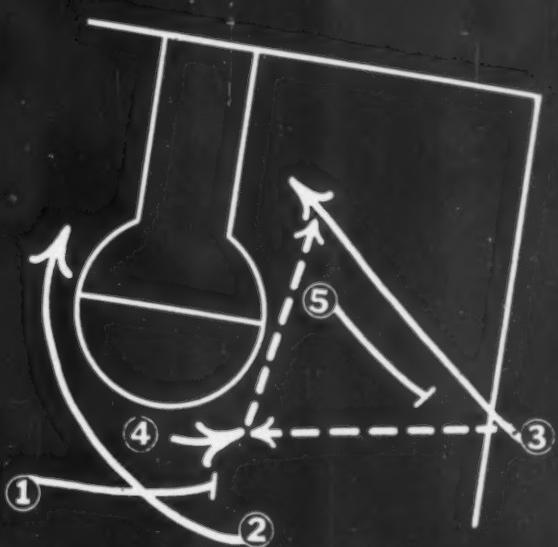
2 passes to 5 and screens for 5, as 5 passes to 3 and cuts around him.



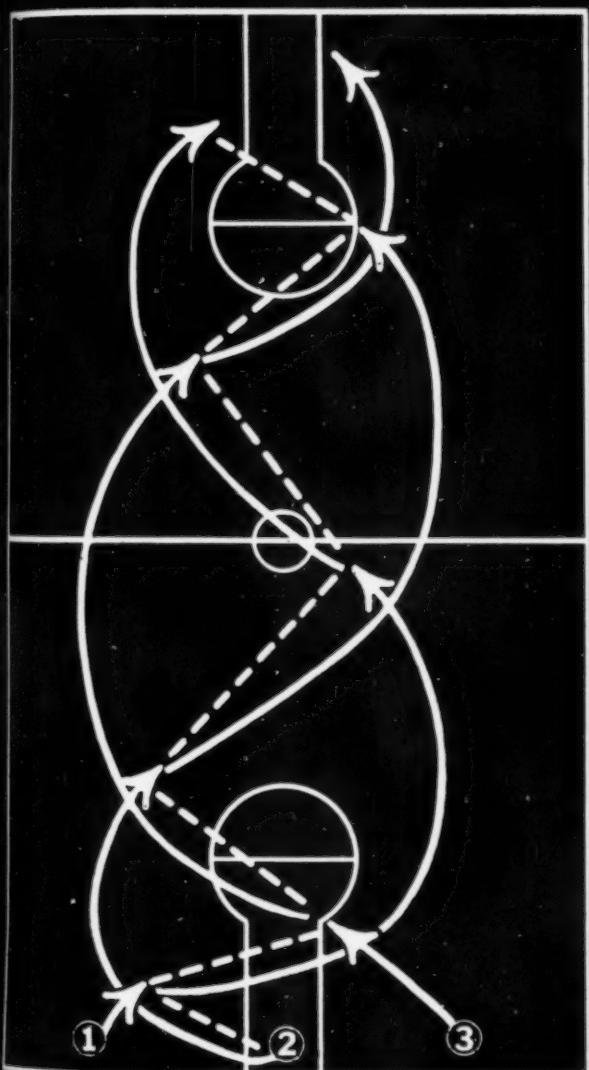
Guard-through play: 1 passes to 2 and then screens for him. Receiver relays ball to 3, who passes off to free man (cutter 1 or 2).



No. 2 whips ball to 5 and cuts around him. 5 passes to 3 and also follows the ball. Receiver passes to open man.



Out-of-bounds play 1 and 5 screen X2 and X3. Receiver 4 passes to free man.



Ball-handling drill. 1, 2 and 3 work ball up by passing and cutting behind.

Whichever type of offense you use—set or freelance—it's a good idea to incorporate a few simple out-of-bounds and jump-ball plays. Properly planned and executed, they offer a good means of picking up a quick basket. Note, in these diagrams, how a soundly balanced setup minimizes any possibility of the defense stealing the pass or tap and scoring.

"Z" TURN TO THE 2-1-2 ZONE

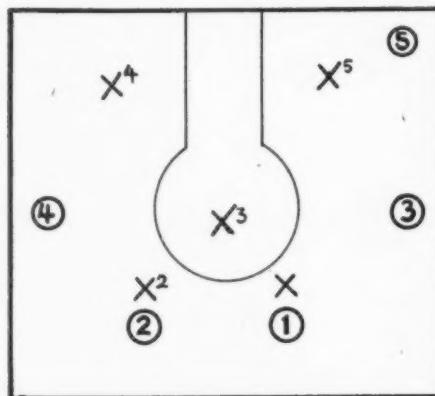
By Nat Machlowitz

Since taking over the coaching reins at Washington Irving High School, Tarrytown, N. Y., in 1942, Nat Machlowitz, former N. Y. U. three-letter man, has compiled a superlative record. His football teams have lost only one game in three years and his basketball quintets have won 30 and lost 4 the past two seasons. They won the Class B championship of Westchester County in 1943 and the Hudson River League title last season.

COACHES have been arguing the merits of zone defense for years.

The cons claim the zone complicates coaching, slows up the game, violates the principles of defense and ultimately will kill spectator interest.

The pros tell another story. They



Diag. 1

point out that the zone requires the nth degree of cooperation on the part of all the players and is thus the only real team defense.

Frankly, the writer likes the zone and believes it has a definite place in the scheme of coaching. The zone alone, however, should not be used exclusively. It should be employed as a supplemental defense whenever the situation calls for it.

Different coaches have different reasons for using the zone. Several of the more common are:

1. When playing on narrow courts.
2. When opponents are scoring frequently on the man-to-man.
3. When personnel is ill-fitted to man-to-man. A small team, for instance, may find the zone the only means of checking a bigger opponent, since it enables them to mass strength under the boards. Then, again, a team with one or more awkward big boys may find the man-to-man a liability. In the zone, this awkwardness isn't likely to be exploited as easily.

In this latter connection, it is pertinent to mention that the zone has helped bridge the gap between small schools with ordinary personnel and the larger schools with more numerous and more talented squads. The teamwork of the zone helps offset individual superiority.

The zone is also invaluable as an offensive weapon. With two men always up front and three men back for the rebounds, it offers an ideal setup for the fast break.

The differences between man-to-man and zone are well known. In the former, each player is assigned to an opponent and covers him wherever he goes. In the latter, the accent is on covering a designated territory. Each player focuses his attention on the ball and shifts position only upon movement of the ball.

No effort is made to guard a man until he secures possession and enters a zone. The particular defender then instantly crowds him, harassing him into hurrying his pass. If he does his job well, the pass will often be inaccurate, offering an easy interception and a fast-break score.

Too many zone coaches forget all about the principles of man-to-man. Which is a mistake. While it is true the zone player may take more liberties than the man-to-man guard, there are many zone situations which call for man-to-man principles.

That's why every team, before taking up zone, should be thoroughly schooled in man-to-man. For instance, the average zone player thinks nothing of leaving his feet to block a set shot or rushing headlong at a player about to pass. Against a poor offensive team, he may get away with it. A smart op-

ponent, however, will step inside him and dribble in, creating a 3-on-2 or 2-on-1 situation.

Even in a zone, it pays to apply such individual principles as good balance and footwork. All five zone players should face the ball and keep their hands up at all times in position to deflect or intercept the ball. The raised hands also make it difficult to work the ball through.

Another caution in playing zone is not to spend too much time harassing an opponent under the offensive basket. This may be all right in man-to-man defense. In zone, however, it is often fatal. It should be remembered that the best wea-



Diag. 3

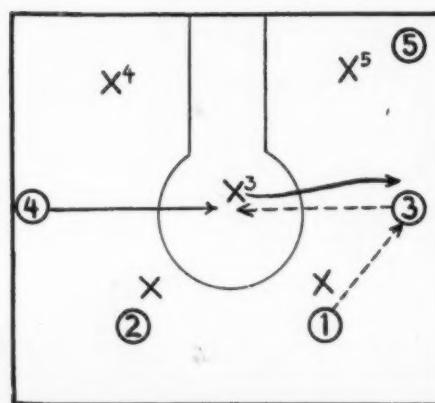
on against a zone is a fast attack—quick rush up court before the zone can set. If one player takes too long coming back, the opponents can move in and score before the zone can adjust.

Before delving into the intricacies of the various shifts, a word in regard to attacking a zone. The offensive team must move the ball, not themselves. You can't expect to cut through a zone. And screens are useless. The ball must be passed with lightning speed from one man to another until a guard is shifted out of position.

Most coaches use a stationary pivot man in their attack. The writer does not prescribe to this theory. He believes a spread formation gives better results. It is easier to cover a stationary pivot than a man who cuts through the center when it is open.

Diag. 1 outlines the 2-1-2 zone and shows its salient weakness namely, the territory along the sidelines parallel to the foul lines.

(Continued on page 12)



Diag. 2

the deep
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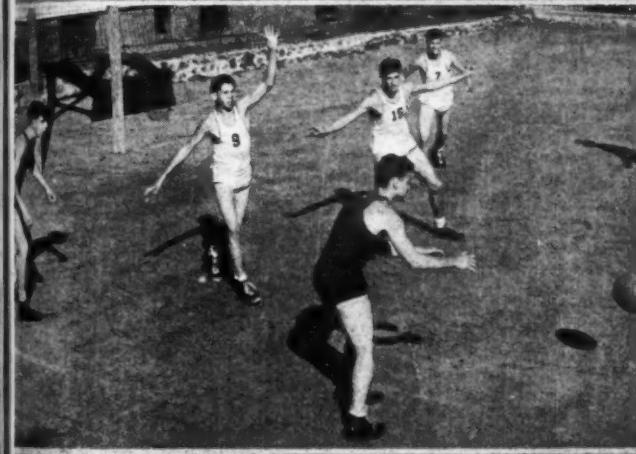
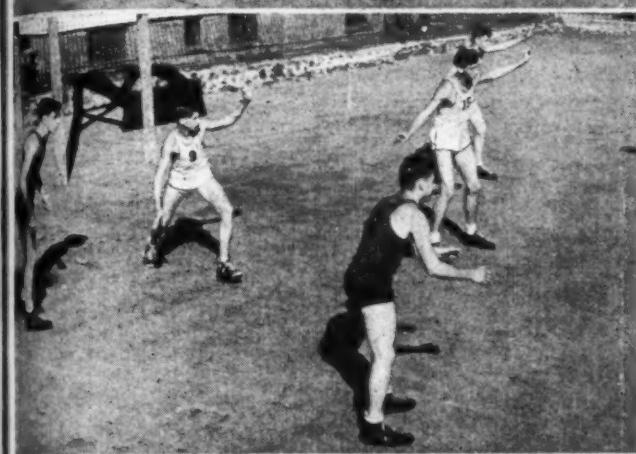
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Zone Defense with a Z Shift

In the normal 2-1-2 zone, the middle man is charged with defending the vulnerable side areas. In the Washington Irving zone, however, the back man on the near side goes out after the ball, while the center man drops into the vacated slot.

This Z-type shift is clearly illustrated in the pictures. Note how the back man under the board moves up and out after the ball, while the middle man boxer-steps into the gap. Note also, the way every zone guard keeps his hands up.

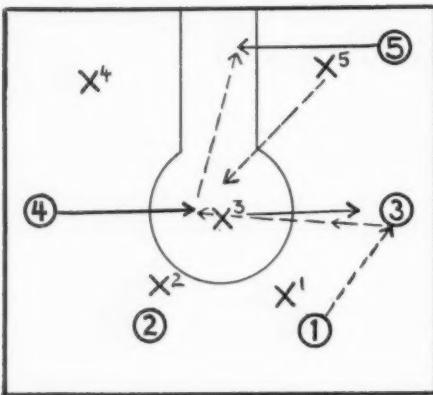
Offensive men 3 and 4 are stationed here to exploit this weakness.

In a regular 2-1-2, the middle man, X3, moves out to guard 3 or 4, depending upon who has the ball. When a pass is made to 3 (Diag. 2), X3 goes out to cover. A fast cut by either 4 or 5 will set up a good pivot shot from the foul line.

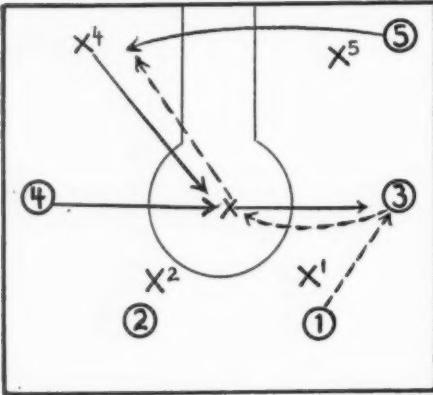
Nos. 1 and 2 feed to either 3 or 4 and stay back to protect against a fast break. If X5 covers the center, the ball is passed under the hoop to 5. If X4 covers the center, 5 quickly moves into the vacated zone for a layup.

Diag. 3 shows 2 passing to 4. X3 goes over to cover and 5 cuts from the corner to the vacated center for a pass and a pivot shot.

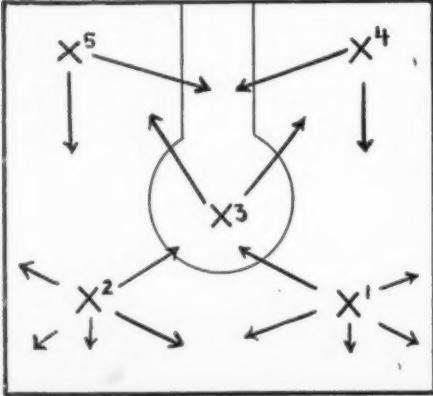
In Diag. 4, No. 1 passes to 3. X3 covers and 4 cuts to vacated spot.



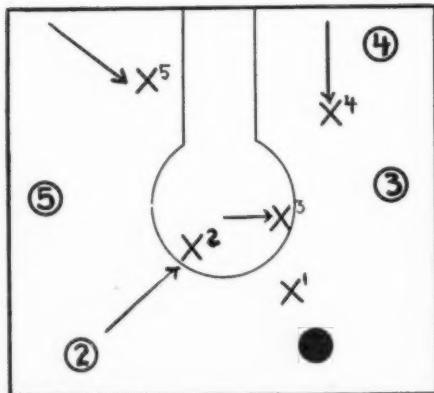
Diag. 4



Diag. 5



Diag. 6



Diag. 7

X5 comes up to cover 4. No. 5 has the option of moving under the basket for a pass from 4 and a layup, as shown, or he may hold position for a set shot from the corner.

His move depends upon X4. If the latter stays put, 5 cuts for a layup. If X4 slides to block the center, he holds his corner post and shoots.

Diag. 5 shows 1 passing to 3. X3 moves over to cover, 4 cuts to vacated spot and X4 comes forward to cover 4. No. 5 then cuts behind X5 for a layup in the zone vacated by X4.

Anticipating the various openings created by the shifting of the center man to the sides, the writer has devised a new type of shift, which he calls the "Z" shift. The front two men play normal, while the center and back men shift in Z fashion.

Diag. 6 illustrates the directions in which each defensive player moves and the territory he is responsible for. Notice that X4 and X5, the backcourt men, and not X3, the center, cover the fundamental weakness of the 2-1-2 (the sides of the foul line).

X1 and X2 should be the fastest men, since they chase on defense and break fast on the change to offense. X3 should be the cleverest guard and should own a good pair of hands to intercept passes. Since X4 and X5 do most of the rebounding, they should be your tallest men.

Diag. 7 stresses the shift of the front men, X1 and X2. When 1 has the ball X2 on the opposite side drops back to clog the center alley. X3, X4 and X5 move only slightly towards the side of the ball. X4 moves up a step in readiness to intercept the ball if it is passed to 3. But he does not move up too far so that he cannot intercept a pass to 4.

In Diag. 8 No. 2 has the ball. The defense shifts as before. However, with no player behind him, X5 can now move up farther than did X4 in the preceding diagram.

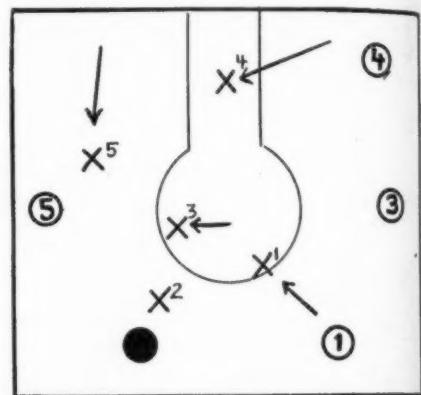
Diag. 9 outlines the Z shift of the center and the two back men. No. 3 has received a pass from 1. X4

moves up from the corner to cover, while X3 shifts to cover the vacated spot. X5 shifts to clog the center, watching particularly for a cut through the middle by 5.

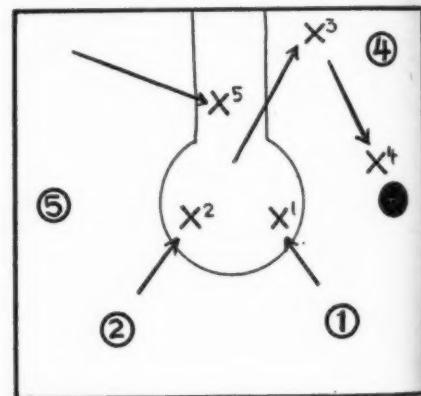
X1 and X2 also drop back to jam the middle zone, both, however, being alert for a pass either to 1 or 2.

Diag. 10 shows the Z shift to the other side, after 2 has passed to 5. X5, with no one behind him, has anticipated the pass and gone out to intercept it. If he fails, he covers 5. X3 shifts to vacated zone. Since no opponent is there, he doesn't stray too far from center.

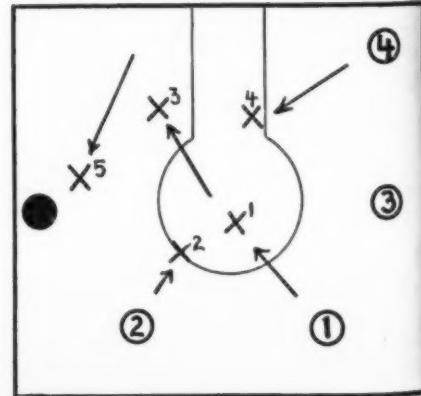
X4 shifts to clog center zone and X1 drops back on line with 3 to prevent him from cutting through the middle. X2 also helps block the center, but remains alert for a pass back to 2.



Diag. 8



Diag. 9



Diag. 10

COACH

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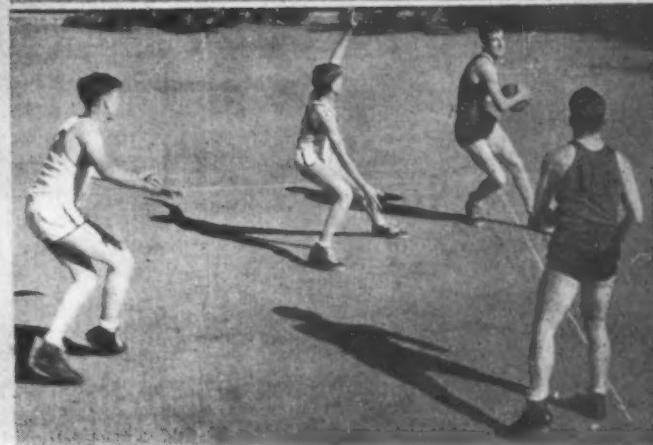
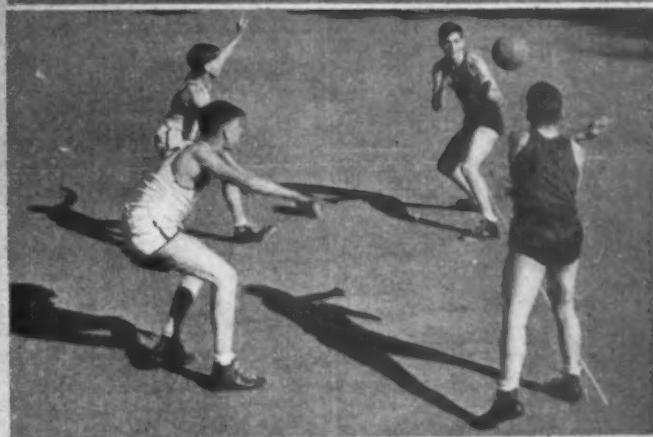
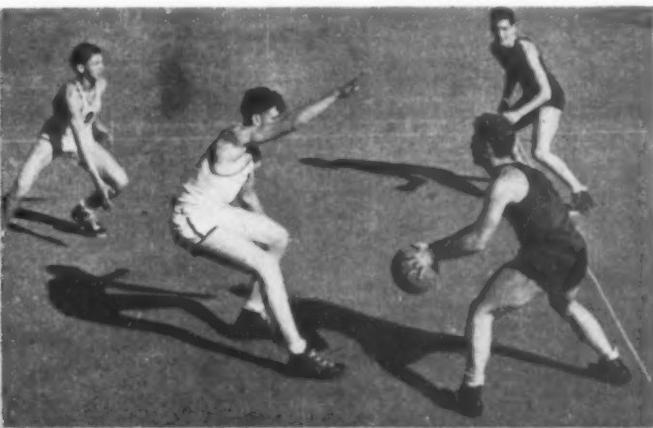
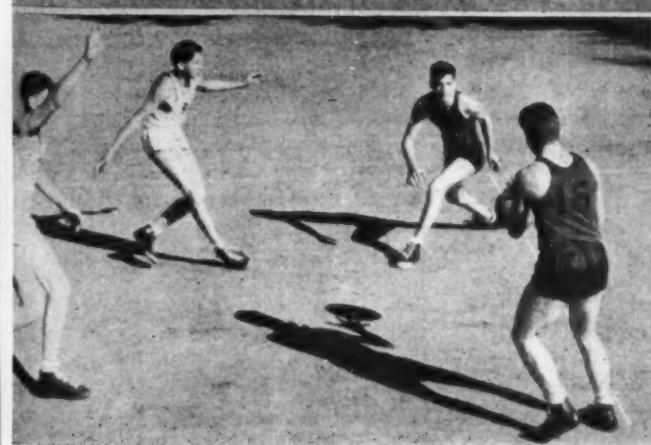
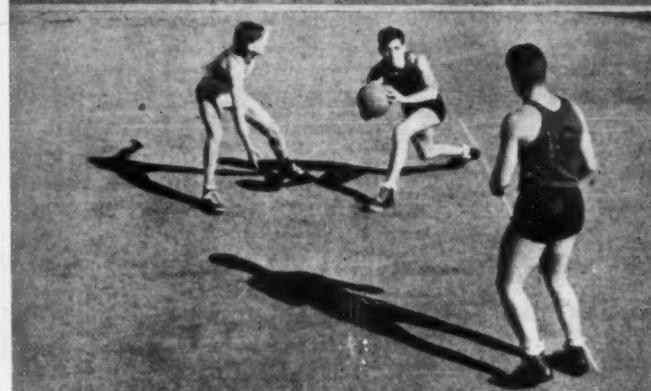
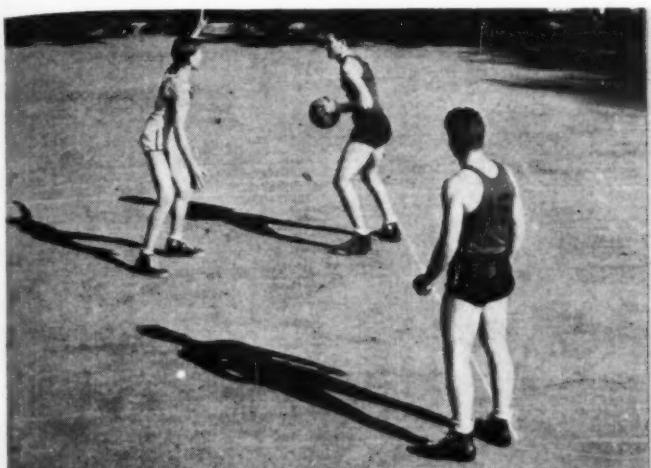
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Chasing, Shuttling in the 2-1-2

The main job of the chasers is to harass the back-court ball-handlers, forcing them into making inaccurate or wild passes. As the passer gets rid of the ball, the chaser covering him immediately slacks off to plug the middle. The other chaser then swarms over the new ball-handler, assuming the ball is

kept in the back court. The pictures show a series of two fast back-court passes, and the correct method of playing them. Although the fast passing prevents the chasers from coming to grips with the ball-handlers, they still shuttle with the ball; one man covers the receiver, the other jams the middle.



MOTIVATION DEVICES FOR THE GYM PROGRAM

By Lt. Cmdr. Hartley D. Price

Lt. Cmdr. Hartley D. Price, former gym coach at the University of Illinois, now heads the gymnastics and tumbling program at the Navy Pre-Flight School in Iowa City, Iowa. In the preparation of his article, he was assisted by Lt. Frank H. Bates, Lt. Sidney Sorenson and Cramer Lewis, Sp (P) 1/c.

DURING the pre-Pearl Harbor years, our schools were exposed to a fun-for-fun's-sake recreational philosophy. Such activities as gymnastics were discouraged because of their highly formalized and regimented nature, while the free, less strenuous, recreational type activity received major emphasis.

Small wonder, then, that the selective service physicals disclosed a marked lack of upper body development. The Naval Aviation Physical Training Program, realizing the contribution gymnastics and tumbling could make toward improving this condition, instituted a broad, intensive gymnastic program.

The success of this program would seem to assure a foremost place for gymnastics and tumbling in the post-war physical education setup. A large group of teachers have been trained who will be fully qualified to take over the school programs of tomorrow.

An activity in and of itself is neither formal nor informal. What it turns out to be depends upon the teaching methods. Where the program is inflexible, you may expect a definite formality. Where the activities are constantly being motivated and the learner guided by the teacher, you may expect a stimulating informality.

Depends on presentation

Gymnastics have always been saddled with uninspired pedagogy, with the result that they were getting nowhere fast in the pre-war years. Yet, when presented in the form of stimulating and challenging stunts, they are perhaps the most informal of all physical education activities. And there are few activities that can beat it for developing strength, particularly in the region of the upper body.

An adequate methodology requires the consideration of motivating devices. Suggestions are outlined herein which should prove helpful to the school instructor.

With intelligent methodology, gymnastics can be made a stimulating physical education activity.

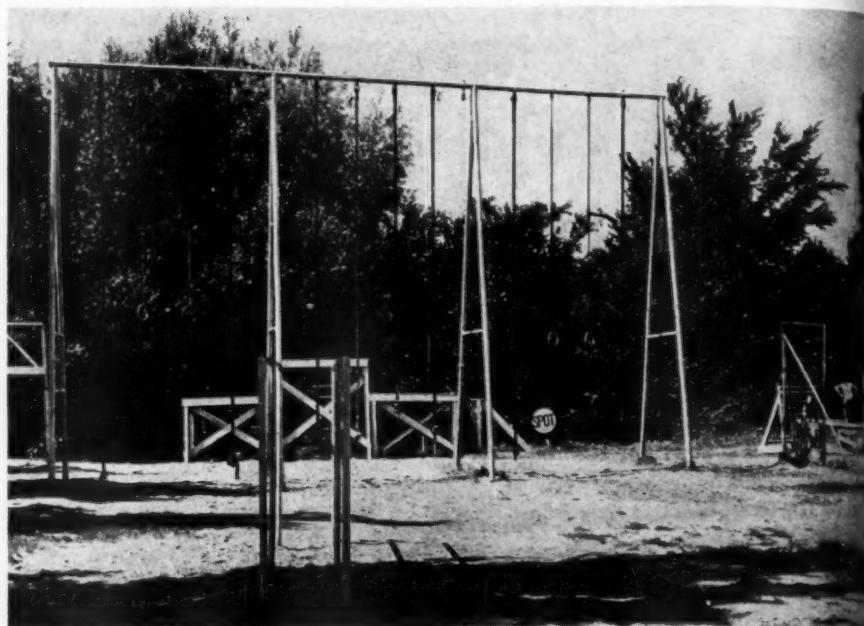


Illustration 1

The successful promotion of the program depends to a large extent upon the creation of an atmosphere that will motivate the individual to want to become proficient in gymnastics.

Adequate ventilation, lighting and cleanliness are requisites for the indoor gym. The mats, floor and equipment should be kept clean and in an excellent state of repair. In painting the gym and some of the facilities, it's a wise idea to avoid black. The use of aluminum paint or any other desired color provides a more pleasant atmosphere.

Gymnastics need not be confined to the winter season. They may be given during the warm months as well. An outdoor gym (Illus. 1) may be constructed without too much trouble or expense.

Arrangement of Apparatus (Illus. 2). The apparatus should be in position and available at all times. If the performer has to push the parallel bars into position and surround them with mats before he can try a stunt, he is less apt to want to practice in his leisure time.

It is also important to inspect the equipment regularly and to keep stressing safety methods and devices.

Space Economy and Distribution of Classes. The equipment should be arranged so that there is a minimum of interference for all concerned. Every endeavor should be made to utilize the entire floor to

best advantage. It is important, for instance, to place the long tumbling mat so that the performers will not be rolling into nearby apparatus.

Maintenance. Provision should be made for continuous maintenance, taking into account repair and care of equipment, the building of new equipment, and the keeping up-to-date of various stimulating charts, graphs, etc. A good program of maintenance will keep depreciation at a minimum.

Intramural Program. A name and stunt check system (Illus. 3) should be devised to facilitate inter-squad and intra-squad competition. This system offers the advantages of objectivity and increased motivation through competent teaching technique. It also offers a means by which the performer may compare his accomplishments with that of his gym mates.

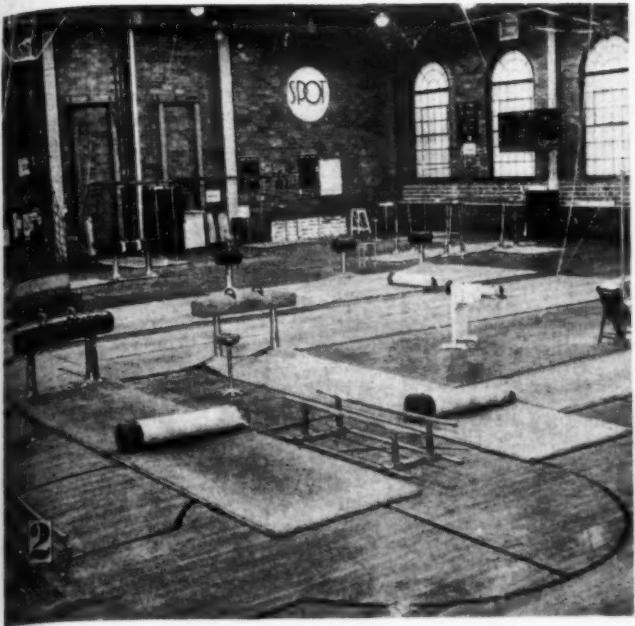
Timely notices and letters on clip boards are also good motivating devices. "Spotting" signs aid in safety enforcement, and should stress safety, progression and teamwork.

Charts and Records. Charts offer one of the best means by which to stimulate the program. Following are the types used to advantage at Iowa:

1. Main Board (for centralizing work). As shown in Illus. 4, it points out the main safety hints for all apparatus and lists the outstanding records. By referring to this

(Continued on page 39)

can be
activity.



| | | GRADE SCALE | | | |
|-------------------|-------|-------------------|-------|-------------------|-------|
| ACTIVITIES PASSED | GRADE | ACTIVITIES PASSED | GRADE | ACTIVITIES PASSED | GRADE |
| 0 | 21 | 3 | 26 | 11-12 | 31 |
| 1 | 22 | 6 | 27 | 12-13 | 32 |
| 2 | 23 | 9 | 28 | 13-14 | 33 |
| 3 | 24 | 12 | 29 | 14-20 | 34 |
| 4 | 25 | 15-16 | 30 | 21-22 | 35 |
| | | | | CHAMP CAL | 40 |

ACTIVITIES 1st and 2nd WK

- 1 Extension Press (3 secs)
- 2 Half Lever (5 secs)
- 3 Chos (10)
- 4 Dips (12)
- 5 V Position (2 min.)
- 6 Leg Lifts Sit Ups (35 each)
- 7 Soviet Jumps (60)
- 8 Soviet Balance Touch Knees, Stand
- 9 Soviet Balance (30 secs)
- 10 Push Ups (40)
- 11 Grasshopper Walk & 8 Dips
- 12 Rope Climb (light in 10 secs)
- 13 Rear Vault - X Turn
- 14 Head Balance (10 secs)
- 15 Forearm Balance (10 secs)
- 16 Hand Balance (10 mins in 3 ft. circle)
- 17 Saddle Vault (10 mins max.)
- 18 Slip over bar (forward and backward)
- 19 Hip Swings or Belly Grinds (5)
- 20 Kips (1)
- 21 Snap-up
- 22 Hand Spring (front)
- 23 Hand Spring (backward)
- 24 Backward Roll to Head Stand
- 25 Backward Roll
- 26 Sole Kicks Swing Up
- 27 Bk. Uprise on High Parallel Bars
- 28 Front Somer
- 29 Hand Walk 25m.
- 30 Hand Bal. Par 10 sec.
- 31 Tramp Routine
- 32 Kip Par Bars
- 33 Ropes Hands Only 9 sec.
- 34 Dog Board

GYMNASTICS

GENERAL CUES
KEEP FEET OPEN!
TENSE IN 1
KEEP CENTER OF MIND IN
THE MIDDLE OF STANCE!
BE SPOTTED PROPERLY!
USE MOO WHEELS!
LEARN THE HABITS OF BALANCE,
THOROUGHLY!

ADVANCED GYMNASTICS
BE PATIENT!
WARM-UP THOROUGHLY!
BE ONE VERSATILE - NOT
A SPECIALIST!
PLAN YOUR PRACTICE
MOVE FROM THE PHASE TO
THE REPORT!

FALLING
CUSHION THE FALL!
FEET FIRST
HEAD UP!
BACK STRAIGHT!
USE GEMS FOR BALANCE!
LAND ON BOLLY OF FEET!
LEAD TO CUSHION
TRICK!
ROLLING FORWARD
CUSHION FALL WITH ARM!
TURN HEAD TO SIDE!
TRYING BACKWARD
WALKED IF POSSIBLE
POINT!
IN CHEST!

TUMBLING

RECORD PERFORMANCES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
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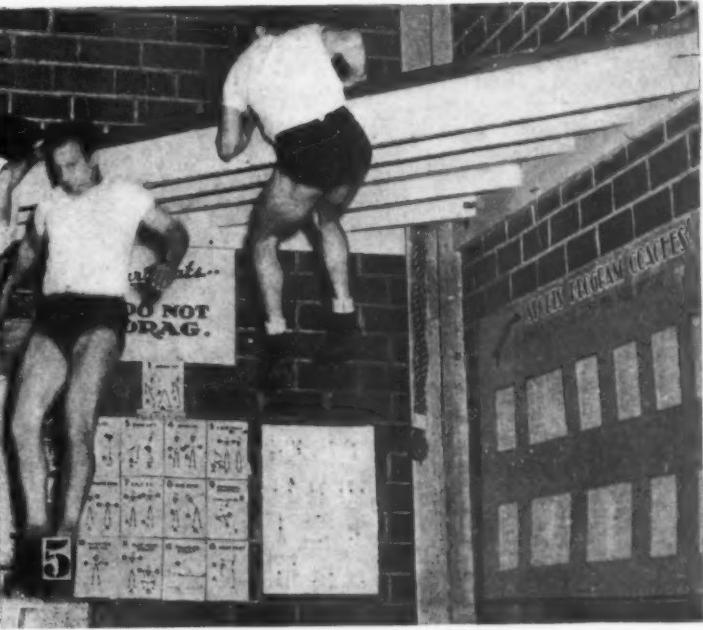
HIGH BAR
THREE HANDS ON BAR!
WASI IT UP CORRECT
OVER P. ALWAY FOLLOW
THE THUMB!
DO NOT BUILD UP A JUMPS
TO GET A HIGH BAR FOR TWO
TRICKS!
THE TURNER SHOULD
DUTCHMAN ON BACK END
JUMPS!
HIGH BAR CLEAN - CLOSE
EVER SMILE USING ENERGY!

PARALLELS
JUMP FROM THE FLOOR!
DO NOT JUMP OVER THE PARALLEL
THAN OVER THE BAR!
KEEP BODY CLEAN!

RINGS
THREE GRIPS FOR
EVERY TRICK - ONE AT EACH
END AND ONE IN THE MIDDLE!
DISMOUNT ON RING END
OF RINGS!

SIDE HORSE
WILLING - HEAD UP!
DON'T HEAD WITH HANDS TO
KEEP HEAD UP!
LAND ON BACK OF FEET!
BEND KNEES OR LANDING
AND RECOVER QUICKLY!
ADVANCED - BE PATIENT!
EARLIER SHOOT UPRIGHT
LAND FROM SHOULDERS!
WORK RHYTHMICALLY!

THREE FOR FLIP FLOOR,
THREE FOR SIDE HORSE,
PERFECT FLIP FLOOR FIRST!
GOD SOMEBODY LATER!

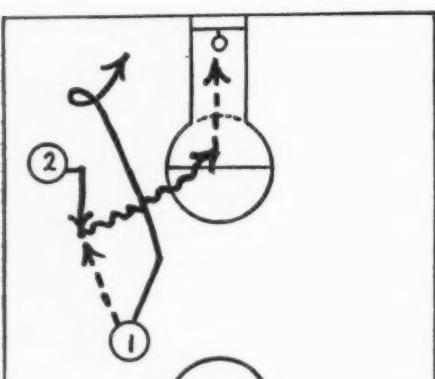


SQUADS A & B
SQUADS A & B

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185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 | 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 | 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 | 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 | 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 | 261 | 262 | 263 | 264 | 265 | 266 | 267 | 268 | 269 | 270 | 271 | 272 | 273 | 274 | 275 | 276 | 277 | 278 | 279 | 280 | 281 | 282 | 283 | 284 | 285 | 286 | 287 | 288 | 289 | 290 | 291 | 292 | 293 | 294 | 295 | 296 | 297 | 298 | 299 | 300 | 301 | 302 | 303 | 304 | 305 | 306 | 307 | 308 | 309 | 310 | 311 | 312 | 313 | 314 | 315 | 316 | 317 | 318 | 319 | 320 | 321 | 322 | 323 | 324 | 325 | 326 | 327 | 328 | 329 | 330 | 331 | 332 | 333 | 334 | 335 | 336 | 337 | 338 | 339 | 340 | 341 | 342 | 343 | 344 | 345 | 346 | 347 | 348 | 349 | 350 | 351 | 352 | 353 | 354 | 355 | 356 | 357 | 358 | 359 | 360 | 361 | 362 | 363 | 364 | 365 | 366 | 367 | 368 | 369 | 370 | 371 | 372 | 373 | 374 | 375 | 376 | 377 | 378 | 379 | 380 | 381 | 382 | 383 | 384 | 385 | 386 | 387 | 388 | 389 | 390 | 391 | 392 | 393 | 394 | 395 | 396 | 397 | 398 | 399 | 400 | 401 | 402 | 403 | 404 | 405 | 406 | 407 | 408 | 409 | 410 | 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 | 420 | 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 | 430 | 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 | 440 | 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 | 450 | 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 | 460 | 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 | 470 | 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 | 480 | 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 | 490 | 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 | 500 | 501 | 502 | 503 | 504 | 505 | 506 | 507 | 508 | 509 | 510 | 511 | 512 | 513 | 514 | 515 | 516 | 517 | 518 | 519 | 520 | 521 | 522 | 523 | 524 | 525 | 526 | 527 | 528 | 529 | 530 | 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 | 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 | 551 | 552 | 553 | 554 | 555 | 556 | 557 | 558 | 559 | 560 | 561 | 562 | 563 | 564 | 565 | 566 | 567 | 568 | 569 | 570 | 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 | 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 | 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 | 601 | 602 | 603 | 604 | 605 | 606 | 607 | 608 | 609 | 610 | 611 | 612 | 613 | 614 | 615 | 616 | 617 | 618 | 619 | 620 | 621 | 622 | 623 | 624 | 625 | 626 | 627 | 628 | 629 | 630 | 631 | 632 | 633 | 634 | 635 | 636 | 637 | 638 | 639 | 640 | 641 | 642 | 643 | 644 | 645 | 646 | 647 | 648 | 649 | 650 | 651 | 652 | 653 | 654 | 655 | 656 | 657 | 658 | 659 | 660 | 661 | 662 | 663 | 664 | 665 | 666 | 667 | 668 | 669 | 670 | 671 | 672 | 673 | 674 | 675 | 676 | 677 | 678 | 679 | 680 | 681 | 682 | 683 | 684 | 685 | 686 | 687 | 688 | 689 | 690 | 691 | 692 | 693 | 694 | 695 | 696 | 697 | 698 | 699 | 700 | 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 | 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 | 721 | 722 | 723 | 724 | 725 | 726 | 727 | 728 | 729 | 730 | 731 | 732 | 733 | 734 | 735 | 736 | 737 | 738 | 739 | 740 | 741 | 742 | 743 | 744 | 745 | 746 | 747 | 748 | 749 | 750 | 751 | 752 | 753 | 754 | 755 | 756 | 757 | 758 | 759 | 760 | 761 | 762 | 763 | 764 | 765 | 766 | 767 | 768 | 769 | 770 | 771 | 772 | 773 | 774 | 775 | 776 | 777 | 778 | 779 | 780 | 781 | 782 | 783 | 784 | 785 | 786 | 787 | 788 | 789 | 790 | 791 | 792 | 793 | 794 | 795 | 796 | 797 | 798 | 799 | 800 | 801 | 802 | 803 | 804 | 805 | 806 | 807 | 808 | 809 | 810 | 811 | 812 | 813 | 814 | 815 | 816 | 817 | 818 | 819 | 820 | 821 | 822 | 823 | 824 | 825 | 826 | 827 | 828 | 829 | 830 | 831 | 832 | 833 | 834 | 835 | 836 | 837 | 838 | 839 | 840 | 841 | 842 | 843 | 844 | 845 | 846 | 847 | 848 | 849 | 850 | 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THE ELEMENTS OF TEAM OFFENSE

By Everett Dean



Diag. 1

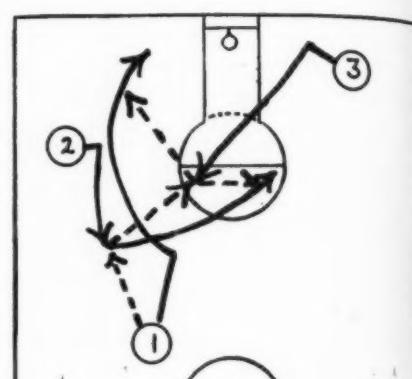
Everett Dean needs little introduction to the basketball coaches of America. His record at Indiana and Stanford universities and his coaching text, "Progressive Basketball," have earned him a national reputation. A painstaking master of detail, he is particularly noted for his system of offense, the principles of which are expounded in his article.

FIRST things first" is a good motto for the basketball coach. Before taking up team play, he should make sure his squad is thoroughly schooled in individual fundamentals. Once the boys can pass, shoot, dribble and cut, team offense will come easy.

In this treatise on offense, we're going to assume your boys know their individual fundamentals. The elements of team play that will be considered are: Coordinating individual and team fundamentals in two, three, four, and five-man play possibilities; shooting balance and team play; coordinating the fast, slow and delayed games; the offensive and defensive break; timing and floor balance; team fundamentals in the follow-up game; coordinating all phases of offensive

and defensive balance; flexibility and free-lance play; and coordinating special abilities of players.

Coordinating Individual and Team Fundamentals. Two rules should be observed: First, practice the individual fundamentals; and, second, base the play possibilities upon these self-same fundamentals. The inexperienced coach will sometimes work on fundamentals that have no application whatever to the offense. In every sound practice plan, however, the individual fundamentals have definite carry-over values to the play possibilities.



Diag. 2

practicing one, the players will indirectly learn the other.

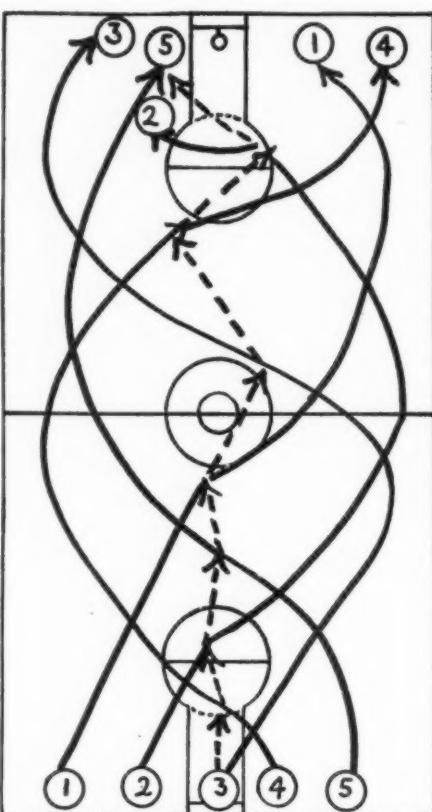
Timing and Floor Balance. Early in the season, while working on offensive maneuvers, coaches may find their players crowding together and showing up in the right place at the wrong time.

The coach should not become discouraged. In most instances, there is little wrong that practice on timing and floor balance will not correct. Timing is like other intangible basketball qualities in that it is hard to perfect. The player must, at the same time, know the positions of his teammates, see the ball and know the ability of his guard.

Diags. 4 and 5 offer two excellent five-man drills which afford maximum practice on timing and proper floor balance. **Diag. 4** affords screening practice in a four-man weave as well as practice on keeping floor balance. **Diag. 5** is a simple drill that will pay big dividends in timing and fun.

Shooting Balance and Team Play. Everything else being equal, good

(Concluded on page 36)

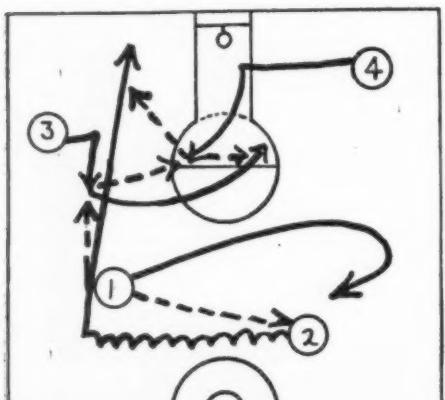


Diag. 5

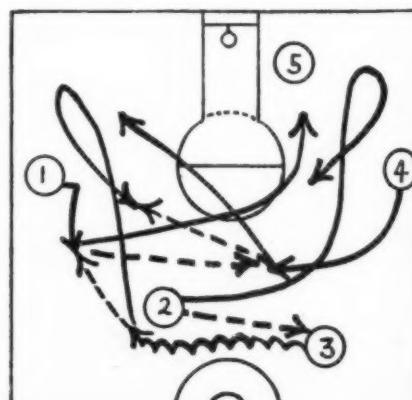
In the two-vs-two drill (**Diag. 1**), special emphasis is laid on the dribble, various passes and footwork. Later, stress is placed on the proper execution of the screen.

The next step is illustrated in **Diag. 2**, where timing and the synchronization of movements are emphasized. **Diag. 3** demonstrates other team fundamentals, such as floor balance, position and movement, where team play enters the picture more strongly.

A coach may stress the individual or team fundamentals, whichever needs the most attention. While



Diag. 3



Diag. 4

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Fastest Game on Earth

YES, he's playing in the fastest game on earth, coach—one false move and he's dead.

He's playing with Japs now—and instead of a hockey stick he's handling a tommy gun. And the only protection he's got, are the things you taught him, that steel helmet on his head, and the best fighting tools in the world.

Yes, the things you taught him . . . the sportsmanship and courage that make a man out of a boy. They come in mighty handy on a beachhead, coach.

So keep on teaching those youngsters of yours. Teach them the value of team spirit and a fighting heart. And how to keep on going when the going gets tough.

It pays off, coach . . . pays off in many ways. Right now it's paying off in Victory, and you can be proud of your part of the job.

Now as always you can count on Bike for the kind of dependable, lasting support athletes need. Bike will continue to supply the finest possible protective garments that can be produced under present conditions.

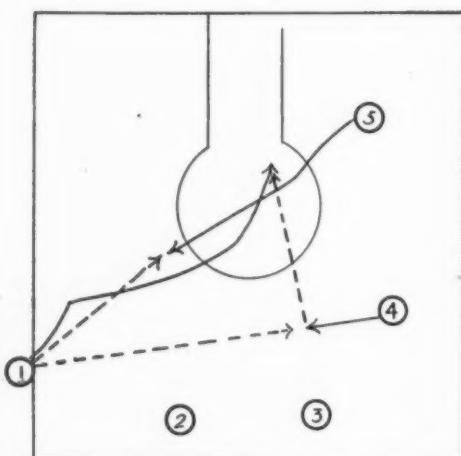


SALES AGENTS: Callaway Morrison Company, Inc., 306 Broadway, New York • Martin & Martin, 5 South Wabash Avenue, Chicago • McDonald & Billmire, 619 Mission Street, San Francisco • John H. Graham & Company, Inc., 105 Duane Street, New York • H. B. Hughes, 1143 Liberty Bank Bldg., Dallas

THE BIKE WEB COMPANY— 41 West 25th Street, Chicago 16

MASTER PLAN FOR BASKETBALL PRACTICE

By Gordon Lebowitz



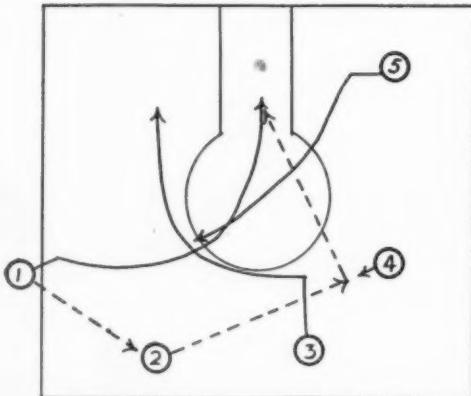
DIAG. 1: No. 1 bounces ball twice as signal, then bounce passes to 5 or 4 and cuts around pivot man for a return pass.

This is the second of two articles on pre-season basketball practice by Gordon Lebowitz, basketball coach and health education chairman at Eastern District High School, Brooklyn, N. Y.

IN EVERY sound practice plan, each day's schedule is intimately related to the previous schedules and to the ones that follow, thus offering an integrated and sequential program.

Last month, the writer outlined a program for the first ten days' practice. At this point, the squad should have a firm foundation in fundamentals and should be rounding into shape.

The next step is to apply the mastery formula of Professor Morrison. This consists of diagnostic testing during scrimmages, diagnosis of common errors, re-teaching and drill, and then scrimmage again.



DIAG. 2: After holding ball overhead as signal, 1 passes to 2 who relays ball to 4. No. 1 then steps into court and cuts around screens set up by 5 and 3.

The author's concluding ten lesson plans engender a basic defense and offense and a review of fundamentals.

The scrimmage sessions should have a definite purpose. One team may, for example, be assigned to man-to-man defense all afternoon. Or it may be ordered to devote the session to a specific type of offense.

The lessons that follow are designed to supplement the correction phase of each practice session and to give the squad a basic defense, a well-rounded offense, and a complete review of fundamentals.

PRACTICE SESSION 11

Objectives

1. Review man-to-man defense.
2. Set up and practice switching situations.
3. New—set plays on outside balls from sides.
4. Ball signals for these plays.

Development

1. Set shots and fouls.
2. Three-man basketball with offense using a fourth player who may screen and handle ball, but who may not score. This offers many opportunities to set up screens and switch. Stop play and analyze difficult situations (25 minutes).
3. Teach and practice set plays in Diags. 1, 2 and 3 from different spots on court.
4. Teach give-and-go (Diag. 4).

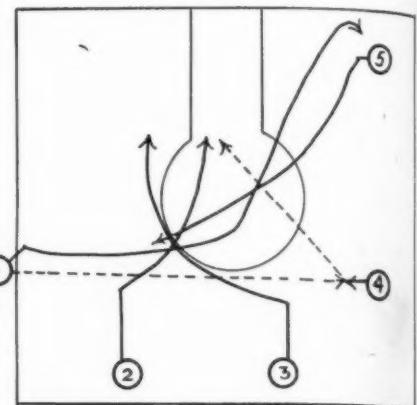
PRACTICE SESSION 12

Objectives

1. Review fundamentals of passing, dribbling and layups.
2. Review set plays which have been taught.
3. Review man-to-man defense.
4. New—learn figure-8 offensive pattern.

Development

1. Set shots and fouls.
2. Review drills 1-7 (see first installment last month).
3. Review plays in Diags. 1, 2 and 3.
4. Review man-to-man defense by playing three-man basketball (20 minutes).
5. Review two-on-one and three-on-two offensive and defensive situations.
6. New—the figure-8. Teach each man to move according to pattern outlined in Diag. 5. Start with three men, add a fourth, then a fifth. First have men walk through assignments. Next have them run through them without ball. Third step is to run



DIAG. 3: No. 1 signals play by circling ball at chest. After passing to 4, he cuts around 5 as a decoy. Nos. 5 and 3 screen for 2, who receives pass from 4.

through pattern with ball. Finally, add the defense.

7. Scrimmage, using figure-8 against man-to-man defense.

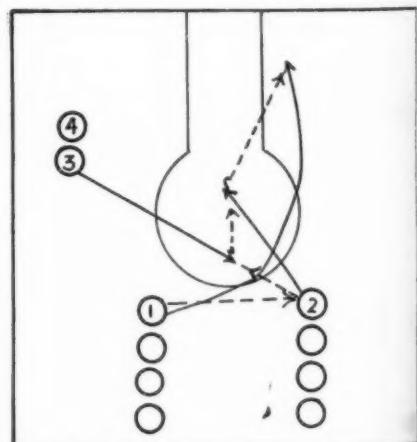
PRACTICE SESSION 13

Objectives

1. Review man-to-man defense.
2. Review set plays.
3. Review figure-8.
4. New—set plays from outside and underneath offensive basket.
5. Learn signals for these plays.

Development

1. Set shots and fouls.
2. Layup drill.
3. Drill on set plays in Diags. 1, 2 and 3.
4. Drill on figure-8 (20 minutes). (Continued on page 22)



DIAG. 4: Give-and-Go Drill: 1 passes to 2 and breaks around 3. Receiver immediately whips ball to 3, cuts in front of him, takes a return pass, and, after one dribble, passes to 1. Nos. 3 and 2 share pivot posts; 1 and 2 change lines.

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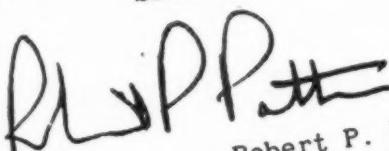
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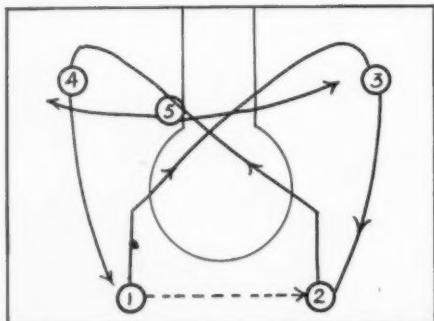
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DIAG. 5, Figure-8 Drill: Rotation is started by 1, who passes to 2 and cuts as indicated. 2 passes to 4, 4 to 3, and 3 to 2. When player is stuck with ball, he may pass to bucket, 5. Such passes may be the signal for set plays and screens.

5. Teach and drill set plays in Diags. 6, 7 and 8.
6. Teach and drill on signals for these plays.
7. Teach standard offensive maneuver for three-on-two situation (Diag. 9).

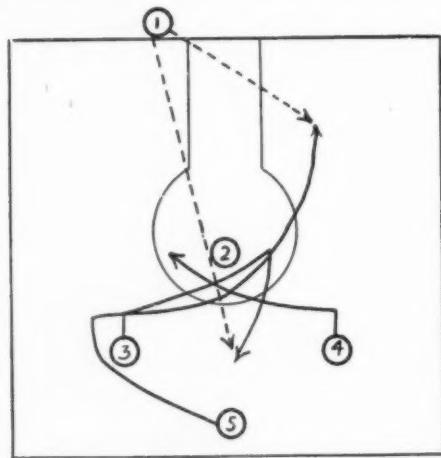
PRACTICE SESSION 14

Objectives

1. Review fundamentals.
2. Review set plays.
3. Review figure-8 with variations.
4. Review man-to-man defense.
5. Review three-on-two offensive play.
6. Teach how to box out a man underneath basket.

Development

1. Set shots and fouls.
2. Review drills 1-7 (see last month's installment).
3. Scrimmage — stop scrimmage to correct defensive weaknesses. Also deliberately hand ball to offensive team on sidelines or outside underneath basket to drill on set plays. Shift position of players so



DIAG. 8: On signal from 1 (circling ball overhead), 4 cuts around pivot and stops alongside him. No. 5 breaks around the double screen, while 3 cuts and then steps back for a set shot or for safety.

Practice Plan

(Continued from page 18)

that each man learns movements of every position.

4. Boxing out drill (Diag. 10).
5. Drill on set play in Diag. 9.
6. Review footwork drills.

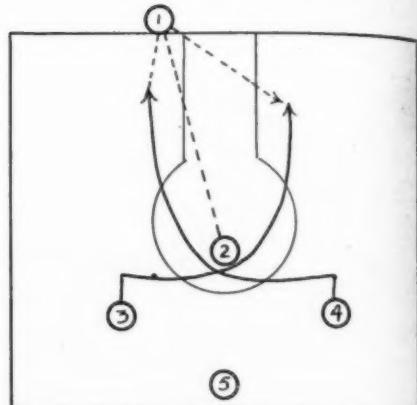
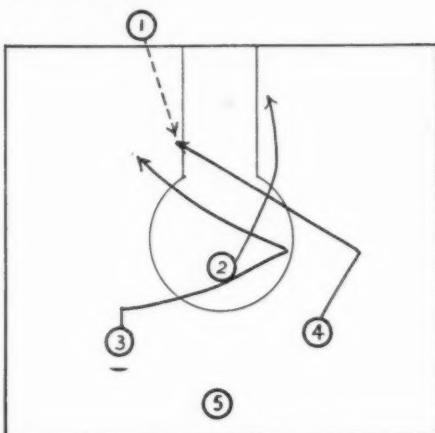
PRACTICE SESSION 15

Objectives

1. Test squad in basketball ability and skills.
2. Motivate practice by intra-squad competition.
3. Determine progress of players in fundamentals.
4. Diagnose errors in fundamentals.

Development

1. Divide squad into two groups of approximately even ability.
2. Motivate competition by offering some reward, such as starting the next game.



DIAG. 6: After getting 1's signal (bounding ball twice), 3 cuts around pivot, followed by 4. If X2 switches, No. 2 cuts for basket. If neither 3 nor 4 loses his man, 2 may step back for a quick set.

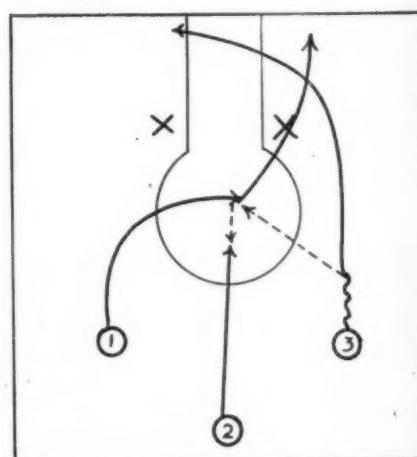
Development

1. Set shots and fouls.
2. Layup drill.
3. Drill on set plays in Diags. 1, 2, 3, 6, 7 and 8.
4. Accuracy pass drill.
5. Teach fundamentals of offense against 2-1-2 zone.
 - a. Ball-handling.
 - b. Efficient use of bounce pass.
 - c. Use of triangles (see drill in Diag. 11).
- d. Placing players according to their capabilities.
- e. Method of overloading the zone.
- f. The role of the "floater."
6. Practice and drill on primary triangles with variations.
7. Scrimmage, using triangles to set up opportunities for set shots.

PRACTICE SESSION 17

Objectives

1. Review zone defense.
- (Concluded on page 24)



DIAG. 7: Outside man signals by holding ball overhead. Nos. 3 and 4 then set up a double inside screen for pivot, 2.

3. Test squad on following fundamentals: Speed of dribbling around obstacles; Wall bounce test — time elapsed to bounce ball 15 times against wall five feet away; Agility run — use six players ten feet apart; Fifteen second goals; Set shots at thirty feet; Accuracy pass at a moving target; Foul shots; Backward run; Ball-handling test; Underleg relay.
4. Total of the individual players makes up score for each team.
5. Test both groups simultaneously in each half of court.
6. Use student managers as scorekeepers and tally clerks.

PRACTICE SESSION 16

Objectives

1. Review set plays.
2. Review 2-1-2 zone defense.
3. New — teach fundamentals of offense against zone.

DIAG. 9: Three-on-Two: As 3 dribbles up court, 1 cuts over for pass. He flips ball back to trailer 2, who takes up position on foul line. If defense goes for him, 2 passes to free man under basket. If defense retreats, 2 has an easy set.



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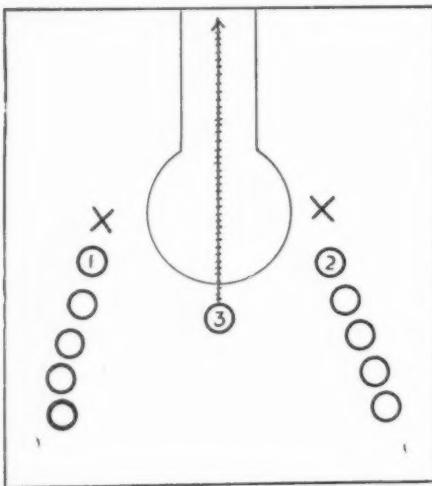
Master Plan for Basketball Practice

(Continued from page 22)

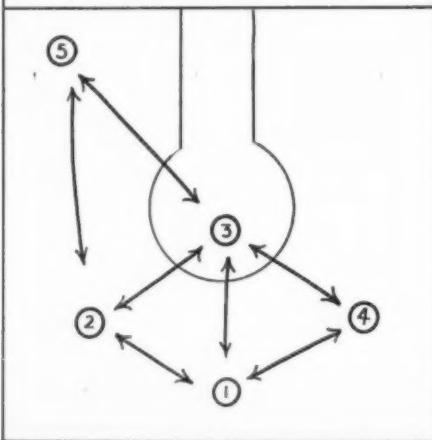
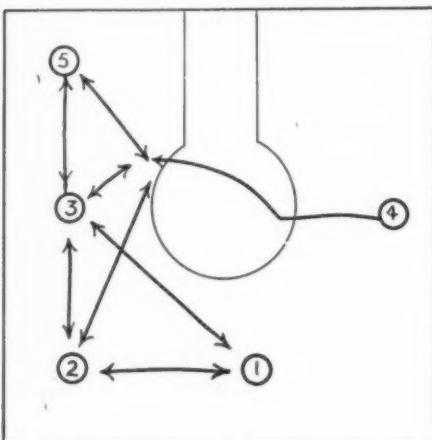
2. Review fundamentals of offense against zone.
3. New—teach and practice set maneuvers in breaking up zone.

Development

1. Set shots and fouls.
2. Review cross-court drill using bounce pass.
3. Review accuracy-pass drill using bounce pass and hook pass.



DIAG. 10: Boxing-Out Drill: 3 takes set shot and 1 and 2 move in for rebound. X1 and X2 box them out. The rebounders return to end of their lines.



DIAG. 11: Primary triangles, using two apexes on top, and only one, on bottom.

4. Review triangle method of passing against zone. Freeze ball by passing in triangle formation.

5. Teach set plays in Diags. 12 and 13 for breaking up zone.

6. Scrimmage, using triangles and set plays.

PRACTICE SESSION 18

Objectives

1. Review fundamentals of passing.
2. Review fast break.
3. Review offensive tactics in two-on-one and three-on-two situations.
4. Review set plays for breaking up zone.
5. Review zone defense.

Development

1. Fundamental drills 1-6.
2. Review fast-break drill.
3. Review set play in Diag. 9.
4. Set up situations calling for offensive tactics in two-on-one and three-on-two.
5. Practice set plays in Diags. 12 and 13.
6. Scrimmage, using zone defense. Stop play whenever error occurs.

PRACTICE SESSION 19

Objectives

1. Review fast break.
2. Review fundamentals.
3. Review set plays.
4. New—learn and practice fast-break plays while taking ball up court.

Development

1. Review fundamental drills 1-7.
2. Review set plays in Diags. 1, 2, 3, 6, 7 and 8.
3. Teach and practice fast-break drill in Diag. 14.
4. Set up situations calling for fast break; stop scrimmage and award ball to defensive team.
5. Scrimmage, using both types of defenses and offenses.

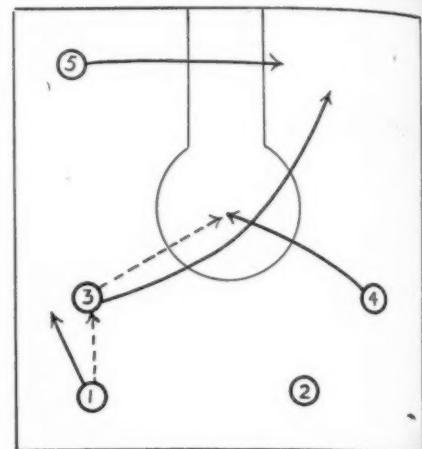
PRACTICE SESSION 20

Objectives

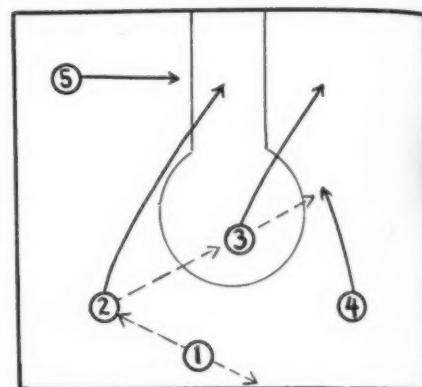
1. Review all fundamentals.
2. Test team in defensive and offensive tactics in game situation.

Development

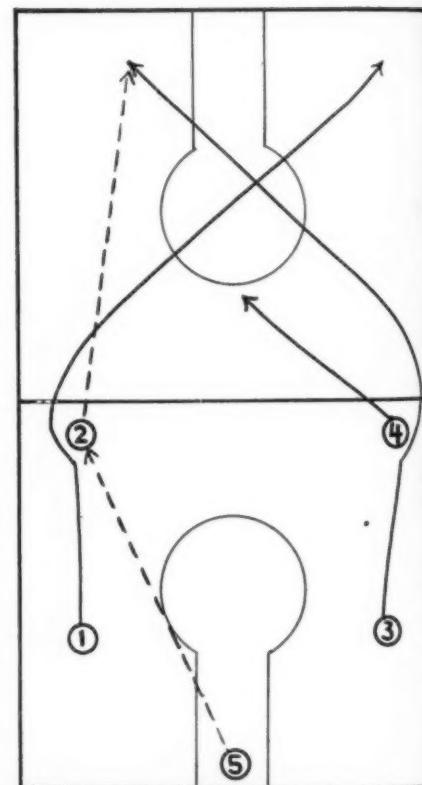
1. Best alternative is to arrange practice game with some team not in your league.
2. Next alternative is to arrange an A-B squad game. Give "B" squad a handicap to even up things. Try to create a real game atmosphere.
3. Have manager take notes of errors for future drill and practice.



DIAG. 12: Spread against 2-1-2 zone: As 3 gets ball from 1, No. 4 cuts behind middle zone man to set up pivot, while 5 moves over to freeze back line.



DIAG. 13: Pivot setup against 2-1-2 zone: 1 passes to 2 and drops back for safety. 2 relays ball to 3 who gives to 4; both passers (2 and 3) then cut.



DIAG. 14: The fast break is started by 5, who takes ball off board as rest of team fades to sidelines. Ball is whipped to 2, who gives off to any man in open.

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KNIT FABRICS—JERSEYS AND PANTS

Mildew, most often caused by putting uniforms away in locker or close place when wet, is the most active destroyer of athletic clothing.

Perspiration, when left in the garment, is the beginning of mildew and also acid in the perspiration attacks the yarn fibers and color dye.

Equipment placed in the open in wire baskets about 22"x13"x8" with 1" mesh will get proper ventilation. The jerseys should be hung up where the air can circulate around them.

Colored Cotton, Durene and Rayon knit fabrics, Jockey Satins, Tackle Twill, colored Duck, Army Cloth, and Two-way stretch fabrics can be cleaned in the following simple manner: Wash for 10 minutes in cold water (about 60 degrees). **NO HOT WATER**—with Lustersuds for cleaning and color setting. Be sure water completely covers all garments being washed. Repeat until clean (2 suds should clean). Rinse in cold water for 5 minutes, repeating operation until soap is entirely gone. To neutralize alkalies, for sterilizing and final color setting, rinse again, using 2 oz. Colorfix to each 10 gallons of water for 5 minutes in cold water. Run through wringer and hang up on coat hangers to dry.

Khaki Army Duck, white sanitary sweat socks, athletic supporters, natural color unbleached cotton practice jerseys and other white fabrics can be washed as follows: Wash for 10 minutes in water 110 degrees to 120 degrees with Lustersuds or Colorsuds, repeat until clean (2 suds should clean). For sterilizing you can use Borochlor, Chlorine or Chlorox in the last suds. Rinse in cold water for 5 minutes, repeat operation until soap is entirely gone. For the sour, to neutralize the alkalies, remove soap odors and sterilize, rinse again using 2 oz. Colorfix to each 10 gallons of cold water for 5 minutes.

Above solutions available from H. Kohnstamm & Co., 3801 Main Street, Dallas, Texas, or your nearest branch.

Woolen fabrics must also be cleaned in only lukewarm water and should not be put in the drier, but hung on coat hangers to dry. Dry cleaning of wool fabrics is especially satisfactory.

Individual garments can be marked for identification with indelible ink.

Many knit garments are ruined because small pin holes or broken threads are not immediately sewed up, resulting in runs or pulls in the fabric.

After the season, thoroughly clean, sterilize, deodorize, dry and then put in a dry place with mothballs.

WOVEN FABRICS—PANTS

If impossible to spread pants out, they may be kept in baskets or well ventilated places, otherwise they do not need attention, except after use on a muddy field—then they should be laundered.

At end of the season, they should be thoroughly cleaned and packed away.

Never leave athletic clothing laying around to accumulate dirt, etc.

Baseball uniforms, corduroy, moleskin and similar materials used for warm-ups, should be dry cleaned.

In knit or knit back pants, all small holes should be mended after every game.

JOCKEY SATIN

Jockey Satin has a natural tendency to shrink when wet from perspiration or washing.

Best results can be obtained if the garments are gently pulled, warp-wise and ironed while still damp. If this is done there should not be over a 5% shrinkage.

Where goods have been abused and not handled correctly the garments can be moistened, pulled out and ironed while damp and they will come back to approximately the original size.

SHOES

Clean and dry thoroughly when muddy or soiled from a wet field or perspiration. Do not dry on radiator or use artificial heat as wet leather burns five times quicker than dry.

Treat the uppers and soles regularly with Viscol Leather Preservative. Do not put Viscol on the part of the upper covering the counters, as they are often made of a hard dry sole leather and will absorb oil like a sponge.

Shoe trees or forms will greatly prolong the fitting qualities.

Shoes cannot stand up under the strain when they have to hold a foot ordinarily too small or too large for it. This causes run-over counters, cleat attachment troubles and sloppy fit.

Never use force to put on or remove your shoes, always unlace fully.

Inspect detachable cleats regularly and tighten loose cleats, being careful not to strip threads. Two or three cleats receive the brunt of the wear, and these should be replaced when worn uneven, otherwise the player's weight is thrown out of balance, damaging the shoes as well as the player's efficiency.

When attaching new cleats put a drop or two of oil on the metal parts or when storing away remove all cleats and oil studs.

Your troubles will be practically nil if "VISCOLIZED" regularly, cleats kept even and sized properly.

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A CODE FOR HEALTH PRACTICES

by C. O. Jackson

This is the last of three articles on standards and policies for health practices in sports, by C. O. Jackson, associate professor of physical education at the University of Illinois.

AS COACHES, teachers and administrators, we frequently become aware of certain problems, but all too often do little or nothing about them. This has surely been the case in respect to health practices in athletics.

A survey of the high schools of Illinois¹ showed that the great majority of them were not paying adequate attention to this problem. If our mid-west schools may be accepted as typical, it would appear that similar conditions exist throughout the nation.

A set of standards, developed through the cooperative help of many coaches and administrators, and validated by a jury of fifteen experts in public health, medicine and health education, gave specific evidence of the scope and complexity of the problem.²

The present article offers suggested policies or practical procedures for meeting the standards and, thereby, materially improving the existing health practices, as well as the contribution of sports to the individual.

The policies are based on the established standards and the evaluation of existing practice in more than 400 high schools in Illinois.

Medical controls

An organized, carefully thought out plan should be developed and practiced for instituting and administering health examinations, providing medical attention during and after practice and contests, and for the dissemination of information concerning this part of the program to parents, other responsible adults and to the participants.

If a school physician is not available, a doctor who is interested in athletics and who likes boys should be named "team physician." This person may volunteer his services during contests and be "on call" for practices, or he may be hired for the season or the year, for such duties.

Participants should be encour-

aged to take out accident insurance as an inexpensive way to reduce the cost of medical care. Rates at present are so nominal that every participant can afford it. All that may be necessary is to bring it to the attention of the parents. Complete hospitalization is more expensive, but provides for greater coverage.

It would appear that the board of education or the athletic association could assume part or all of the responsibility for accident or hospital insurance. If this were done, it is much more certain every participant would be protected.

Parents should be informed of the school's policy concerning financial responsibility for injuries incurred in athletics. Personal letters and newspaper announcements should be used to inform this group and other responsible adults, while squad announcements and notices on the bulletin board can serve for the participants.

In his concluding article on health practices in sports, the author offers a comprehensive set of policies for the high school coach.

Where a physician is not available every day, the coach or some other interested and capable adult should be responsible for protecting the health of the participants during and after competition.

Equipment controls

The board of education should appropriate money for the conduct of athletics in exactly the same manner and for the same reasons as for the curricular activities in science and industrial arts, and for extra-curricular activities, such as, band, debating and dramatics.

Gate receipts should not be eliminated, but the money received from all such sources, including athletics, music and dramatics, should be placed in a general fund for improving the mental, physical and moral welfare of all students.

All equipment, including practice and personal equipment, with the possible exception of shoes, should be purchased by the board of education or the athletic association. If a contestant is required to buy his shoes or any other equipment, definite standards should be publicized so that he will secure well-fitted equipment of the desired quality.

Training controls

The coach and his assistants should use their resources and ingenuity to develop acceptable attitudes on the part of the athlete, as expressed in health practices. Correct and approved practices must be made socially desirable. Unless the individual sees the need and has the desire to follow a diet and activity pattern, rules seldom help him achieve the goals set up by his coach. Furthermore, it must be made relatively easy to approach these goals, especially in terms of health practices, rather than have them presented as artificial and uninteresting barriers to be overcome.

Use can and should be made of the excellent promotional and informational material available free or at little cost from many manufacturers, from the American Medical Association, and from the State Department of Public Health. Integration of health in all courses and closer correlation between the health courses commonly taught in the school and the practices in athletics relating to health, will result in measurable improvement.

Player controls

Individual attention should be given to the participants so that they may derive the greatest benefits from athletics. "Teachable moments" must be recognized and utilized to the fullest extent, and each participant given the information he needs and taught the skills he lacks. This makes a longer training period before scheduled competition imperative, and also requires greater efficiency in organizing and conducting practices.

Janitorial controls

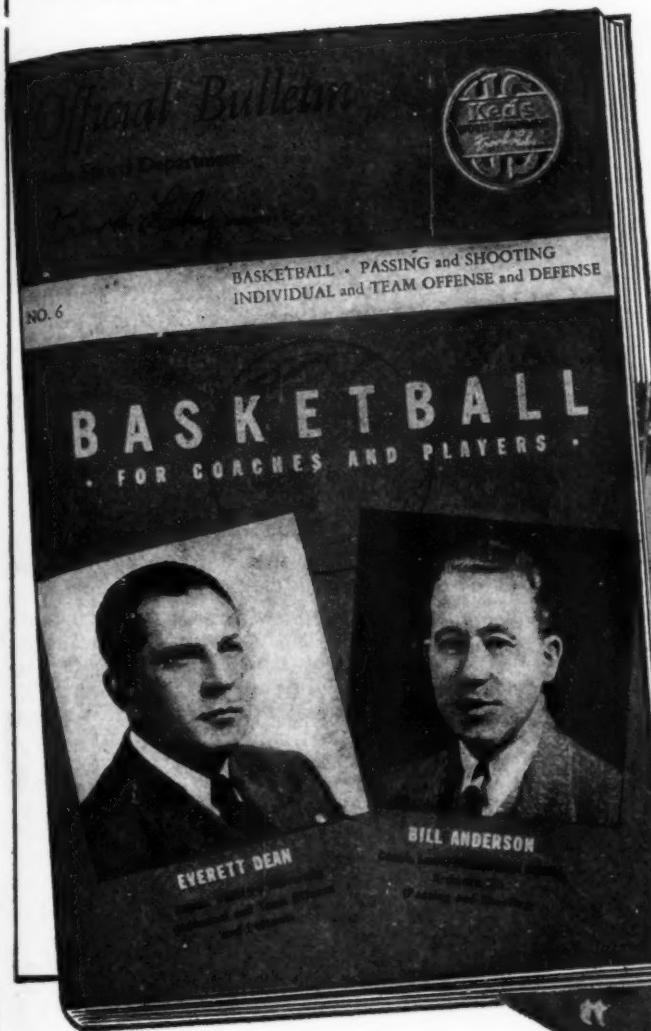
The gymnasium, locker, shower, and dressing rooms should be as attractive as the finest room in the building, and kept in such condition

(Continued on page 30)

¹Jackson, C. O., "Standards for Health Practices," *Scholastic Coach*, October, 1944, page 20.

²Jackson, C. O., "Standards for Health Practices," *Scholastic Coach*, November, 1944, page 14.

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NATIONAL FEDERATION NEWS

Edited by H. V. Porter

THE National Federation football questionnaire for 1945 has been distributed to football groups in all parts of the nation. The questionnaire is in three parts. Part I permits a check-up on the rules which were adopted for 1944.

The second part calls attention to the need for statistics in certain departments of the game. Many of these items provide a further check on data secured over the past several years. The items include: The percentage of free-kicks out of bounds or over the goal line, the number of times a kick went in touch behind R's goal line because of a new impulse, the number of fumbles per game and the percent recovered by the defense, and the type of play (pass, plunge or place-kick) which was used on the try for point.

Part III includes several topics for study in connection with the rules for 1945. Among these are: A proposal prescribing that, when a kick is in touch on or behind R's goal line it is a touchback (regardless of any new impulse); a proposal to permit the team scored upon to have its choice of goals after each touchdown or field goal; a proposal to permit a fumble to be recovered by the defense and advanced; and a proposal to permit the snap receiver (usually the quarterback) to legally receive a forward pass even though he may not have been one yard behind the line at the snap.

Alabama: Secretary Sellers Stough uses a postcard reminder about annual dues, needed reports and the desirability of checking eligibility and sanction facts. It includes the item "Have you planned your part in making your association—the best?"

The special athletic insurance committee has adopted a policy similar to that followed in Mississippi. The Illinois Mutual Casualty Company is designated as the agent for this protection.

California: The state Federation has provided each member school with an attractive two-color poster containing a summary of eligibility rules.

A special communication to the schools includes a copy of the requirements for securing B gasoline books for coaches and others who assist in supervising interscholastic activities. The communication includes the following quotations: "This office is sympathetic with your program and feels that no undue hardship should be encountered in carrying on your interscholastic competition, since, as you have already outlined to this office, most of your athletic contests are scheduled within limited geographical areas."—Paul Barksdale d'Orr, District Rationing Executive.

"Repeated reports from the combat

areas give increasing evidence to support the thesis that participation in competitive sports is the best type of training for effective combat service."—Committee: Verne S. Landreth, Seth Van Patten, Lawrence E. Houston.

Track and Field Activity: The 1945 Track and Field Rules and Record Book will be available in plenty of time for both indoor and outdoor meets in 1945. There are no changes in the body of the rules. There are several new or modified situation rulings, and all the records and state meet results have been brought up to date.

Since this book is not stocked by athletic goods dealers, the only source of supply is the state association and national offices. The cover pages include a picture of the present co-holder of the national record in the 200-yard low hurdles and an unusual composite picture showing good hurdle form as demonstrated by Al Lawrence of Glendale, Cal., High School.

Baseball Developments: A Baseball Codification Committee, made up of Messrs. Emswiler, Neverman, Quinn, Sprunger, Webb and the president and secretary of the Federation, has been working throughout the fall on a codification of the baseball rules in an attempt to prepare such rules in a form suitable for high school use and consistent with the other rules publications. This work is far enough along to insure something tangible being presented at the annual meeting. Action will be taken then to determine the use to which it shall be put. If authorized, an attractive rules book will be made available for the 1945 season.

Living Memorials: The American Commission for Living War Memorials, has prepared interesting and useful material for schools or other community groups interested in setting up machinery for war memorials. Each state high school office has a small supply of folders on how to get started. Material may also be secured direct from the Commission, 30 E. Broad St., Columbus 15, Ohio. The chairman of the committee is George M. Trautman.

Georgia: The state association recently raised the annual dues to cover the cost of the various National Federation rules publications. These are obtained in lots and supplied to schools along with other state association supplies. Some states supply these only to the athletic officials, whose dues cover the cost.

One problem confronting the southern states is the college proposal to sign schoolboy athletes to contracts to prevent them from being lured away from their original choice of college.

Since the southern schools often offer tuition and other perquisites, the question arises as to whether the signing of such contract will immediately render the signer ineligible for further high school competition.

Missouri: Congratulations for the attractive state association design on the front cover of the September Missouri Athlete. The bulletin contains a tear sheet, in the form of a printed sanction application, that facilitates the job of applying for tournament sanction. Duplicates are provided on request.

Recent Publications: The small New York Association handbook contains many interesting features, including information about the relationship of the state association to the National Federation and the major rules which govern interstate contests; a list of the rules publications available at the state office; interesting creeds and statements of policy. Secretary John K. Archer and his board of control are to be commended on the thorough way they assembled the material.

New Brunswick has produced a very attractive Sports Bulletin. The district's by-laws include an amateur rule similar to those in effect in several states; a provision which requires a medical examination before competition; and an age provision which renders a boy ineligible for competition during a given school year upon reaching his nineteenth birthday prior to July 1st preceding the given school year. This makes the age limit vary from 19 years and 2 months to 20 years.

The September issue of the Michigan Bulletin devotes much space to outlines of different physical fitness programs in the Michigan high schools. This issue should be a part of every school library.

Annual Meeting: A series of National Federation meetings will be held in Chicago on January 11, 12, 13 and 14. The groups will include state high school executive officers, board of control members, National Federation Executive Committee, National Federation Council, the National Football Committee and various Federation standing committees in connection with baseball, basketball and other sports.

The agenda follows:

Jan. 11: Morning, meeting of state executive officers. Night, panel discussion and address by Dr. John W. Studebaker, U. S. Commissioner of Education.

Jan. 12: Morning, open discussion and address by Col. Leonard G. Rowntree, chief of medical division of selective service, on "Can America Pull an X-Million Manpower Load?" Noon, business session at which reports of standing committees will be heard.

Jan. 13: Meeting of Football Committee on rules. The Committee will study the results of questionnaires and reports and then discuss proposals for modifications.

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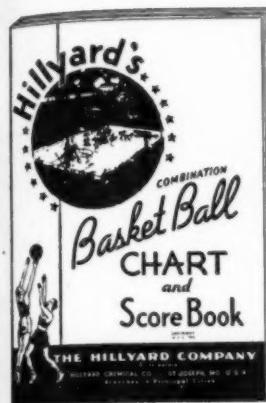
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DECEMBER, 1944

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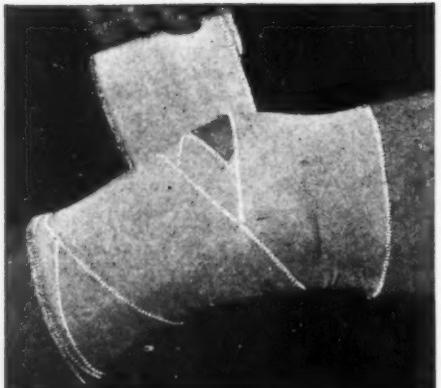
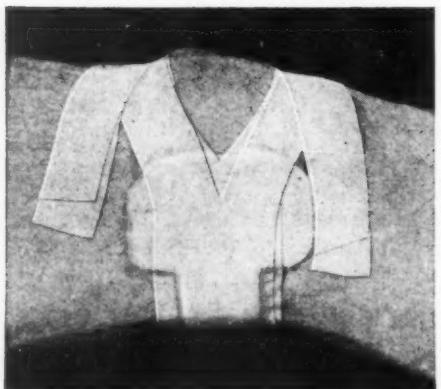
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A Code for Health Practices in Sports

(Continued from page 26)

by unceasing vigilance on the part of competent and efficient custodians, and the cooperation of all persons using these facilities. It will be necessary to secure additional help, or better qualified janitors in many school systems.

Manufacturers of janitorial supplies and equipment are interested in cooperating with the school and the custodian and will supply the latest authoritative information concerning cleaning agents and techniques. Enthusiastic support by the coach and his assistants will help secure the cooperation of the participants, so that they will do their share to eliminate unnecessary health hazards in the rooms and areas associated with athletics.

Sanitary controls

Game and practice equipment should be laundered and aired frequently. This should be the responsibility of the board of education or the athletic association. Personal equipment should likewise be laundered, either as part of the school service or financed by a small fee assessed the participant.

Where commercial laundry service is not possible or practical, the custodian or some other competent person should be engaged to run the washing machine found in most home eco. departments. In this way, all personal equipment may be kept clean. A drying room, well-ventilated and with adequate racks, will be a great help in airing both game and practice equipment.

Some form of towel service should be installed. Likewise, methods of handling towels and dispensing water at contests and at practices should meet approved standards of health.

The school should make it possible, first of all, for the participants to follow approved practices in health and sanitation, and then make it reasonably easy, as well as socially desirable, to do so. Liquid soap, paper towels for the hands, and clean towels for showers are significant adjuncts to health.

Coaching controls

The board of education should use the greatest care in selecting a thoroughly qualified individual to serve as coach. The duties commonly assumed by a coach are so diversified³ and his contacts with the

³C. O. Jackson, "Activities Engaged in by Teachers of Physical Education," Research Quarterly, May, 1942, page 244.

participants so personal, that he must be selected because of his qualifications as a leader rather than because of his athletic ability or college honors.

In addition, the board of education should provide adequate supervision and control over the conduct of practices and contests, by appointing an athletic committee who will make periodic visits and inspections to encourage attention to the controls discussed in this dissertation.

All schedules proposed annually for each sport should be carefully studied by this group and approved by the board of education, to insure reaching acceptable goals. Well-organized and worthwhile practices, schedules which encourage competition with participants and groups of similar ability, and seasonal programs which do not include too many games should be encouraged.

Facility controls

The board of education should plan a long-time building program which will include alterations where necessary and possible, and additional construction in other instances. The laboratory facilities for the conduct of physical education and athletics should be comparable to others in the educational plan. When priorities no longer exist and material and men are available, such a program should be instituted, even though it means dipping into accumulated reserves or floating a bond issue.

It is generally agreed that the health of the student body as a whole has been consistently neglected by the school and the community, and is of more immediate concern than the health of the varsity athletes. However, since it has been demonstrated that most varieties maintain a low level of health practices, it may be argued that raising the standards here could reasonably be the first step toward improving conditions for all students, throughout the period of their formal education.

Hiring a coach who is well trained and who is aware of the health and safety hazards in athletics, and a janitor who understands and appreciates his responsibility and potential contribution to the health of the participants, will help make these policies attainable. A board of education and an administrator who understand the objectives of athletics and the place of such a pro-

gram in an integrated educational plan, will assure adequate consideration of all elements concerned with the health of the participants.

The welfare of the individual participant must be placed ahead of everything else, including the winning of games and championships and the feeding of the egos of the coach and a rabid public. Elimination of the requirement of each sport to be self-supporting through gate receipts should eliminate much of this type of pressure and help make athletics truly educational.

Recommendations

1. Every school board member and administrator should participate in discussions concerning the objectives of athletics when conducted on a high educational plane. This should ultimately result in the adoption of a code or a set of policies to serve as ultimate goals for a specific school.

2. Every school - board member and administrator should consider plans for paying salaries to coaches which are commensurate with their training and experience, and their actual contribution to the individual participants, the rest of the school and the community.

3. Every school - board member

and administrator should visit the athletic laboratory from time to time during practice and contests, to see first hand how closely or how loosely the objectives are taken by those responsible for the administration and teaching of athletics.

4. Every school - board member and administrator should consider plans for improving or expanding the facilities available for athletics and the curriculum in health and physical education.

5. Every coach should improve and increase his educational qualifications. He should make use of the opportunities provided by institutions of higher learning, either through extension courses or summer work, so that he may more greatly contribute to the health and welfare of the participants.

6. The standards presented in the preceding issue and the policies which grew out of them, should be made available to principals, school-board members, coaches, and teachers of physical education.

7. Each of the controls or areas considered should be expanded and studied more comprehensively by state and national groups. Comparisons and differences between schools in various sections of the state, and with different states, would be of

value in improving the conduct of athletics, particularly as related to the health of the participants.

8. The cooperation and whole-hearted support of coaches, administrators, school - board members, physicians, janitors, parents, townspeople, and participants are necessary to insure the development of a good program.

The adequacy of the program and its contribution to the individual participant is determined by the educational philosophy of those who run the school. The administrator and the school board determine the direction and the scope of the program, the safety and health measures which can and should be employed and the outcomes of athletics, by the care with which they select the coach and the vision which they display in making appropriations for salaries, equipment, facilities, and adequate maintenance of the physical plant.

The proper educational public relations will help secure both the moral and financial support necessary to initiate and carry on a program that will eventually have adequate standards for health practices. Then, and then only, will sports on the secondary level make the greatest educational contribution.



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If your school could obtain much needed athletic and recreational facilities, do you believe they would be made available to the people of your community _____.

List the athletic facilities your school now has, such as: gym, stadium, grandstands, floodlights, public address system, athletic fields (football, baseball, track, etc.), shower and locker rooms, swimming pool, tennis courts.

| FACILITY | ADEQUATE | INADEQUATE |
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List the facilities your school and community needs to provide modern athletic and recreational facilities for both school and community.

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What is your opinion, and that of your associates, regarding the idea of building postwar athletic and recreational facilities as memorials to the men and women who served their country in this war _____.

Would you be interested in having "Scholastic Coach" publish the latest ideas and plans on athletic facilities which could serve as war memorials _____.

Name _____ Position _____

School _____ Enrollment _____

Address _____

City _____ State _____

Please mail to

OWEN REED, Editor, Scholastic Coach, 220 E. 42 St., New York 17, N.Y.

DECEMBER, 1944

33

"Here Below"

(Continued from page 5)

THE worthy use of leisure time is a cardinal principle of education. But high school coaches never worry over it. They have no leisure time. Besides coaching one, two, three or four sports, they have the usual gym and hygiene classes, and perhaps an academic subject or two.

Still the notion persists that the coach is a privileged white-collar worker. His job is a cinch. There's nothing to it. What does he do with all his spare time anyway? Perhaps that's one of the reasons our coaches are invariably overloaded with classroom duties.

When you remember that the average coach will never strain a pore lifting one of his pay checks, the unfairness of his weighty schedule becomes that much more apparent.

Planners of classroom schedules would do well to study a recent survey by Cincinnati's Committee for Post-War Planning on the number of hours put in by coaches on the gridiron, diamond, court, etc. The Committee's findings, which follow, plead for a squarer deal for the coach in the classroom.

| Coaching Assignment | Ave. Hrs. per Season |
|---------------------|----------------------|
| Head Football | 630 |
| Ast. Football | 420 |
| Head Basketball | 443 |
| Ast. Basketball | 349 |
| Baseball | 404 |
| Track | 401 |
| Swimming | 410 |
| Gymnastics | 232 |
| Cross-Country | 122 |
| Golf | 67 |
| Tennis | 66 |
| Bowling | 70 |

Remember, these figures are average. The Committee discovered a wide discrepancy among schools. In football, for example, one school reported its staff spent 2,196 hours per year in coaching, while another school reported a mere 530 hours.

Based on its findings, the Committee poses the following questions:

- What effect does coaching time have upon the success of the team?
- Is it fair for schools to have wide discrepancies in coaching time?
- Are some schools over-emphasizing sports at the expense of other activities or class work?
- What is a reasonable amount of time to spend on coaching each sport?
- Can some of the tasks now carried by coaches be assigned to other teachers?

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Drawn by Kate Tracy

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

One of the nicest pep-talk stories we've heard in a long time appeared recently in a *Sat. Eve. Post* article by Bill Hewitt, the great Chicago Bear end of yesteryear. The Bears came into the dressing room, trailing a mediocre Dodger team, 21-0. Infuriated because they couldn't get untracked, they were in no mood for any chin music. All they wanted was to get back there and tear those lucky stiffs apart. This was the time their coach, a sweet guy, picked to deliver a tear jerker:

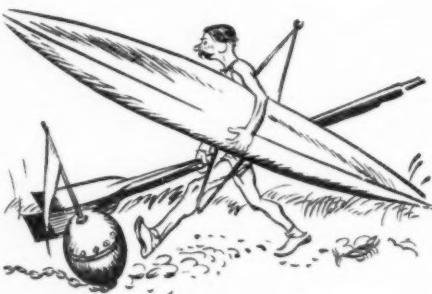
"Men," he started, his voice throb-bing like Heifetz' violin, "there isn't much I can say. You know what these games mean to me. I think I know how you're feeling. But, remember, what happens out there doesn't affect you alone. A lot of you have wives to think about. Some of you have kids back home, little ones who are de-pending upon you."

"I want you to ask yourselves this question: How would you feel if you went home tonight and bent over that crib and that little feller looked up at you and said, 'Daddy, did you lay down in Brooklyn?'"

In the best tradition of college fiction, the Bears literally tore down the door charging out the dressing room. On the field they split into groups. In every group some 240-pound tackle would gurgle, "Daddy, did you lay down in Brooklyn?"—and everybody'd roll on the ground, howling. The Dodgers trod over a team too weak with laughter to protest.

Ever hear of a boat race that was won in a walk? Fred A. Plaisted, 95-year-old former pro rowing champion, recalls just such a race. "It was in Canada and there wasn't enough water in the last 100 yards to row a

boat. So I picked up my shell in one hand and my oars in the other and walked in to win." Sounds like a W. C. Fields' story.



The Philadelphia Eagles were studying a movie of one of their early season games when Ernie Steele asked: "What's that halfback doing way over there. Who is he?"

"That dope," informed Guard Bruno Banducci, "is No. 37 and if you'll look at your program, you'll see No. 37 is you."

Smoke Gets in Your Eyes: An advertisement in *The Buffalo Evening News* on Nov. 4 read: "Notre Dame-Army game. I have an extra room at Hotel Pennsylvania, but no tickets. If you have two extra tickets, but no room, I'll swap, or if you prefer, I will swap popular brands of cigarettes for tickets. Box V.V."

It seemed the boy had played three years of varsity ball and had never gotten into a game. In the locker room after the last game, he was morose. His girl friend, who was waiting outside, had traveled 900 miles to see him play and he hadn't an honorable bruise to show her. Lost in thought, he stumbled against the training table. A bottle of arnica fell over and drenched the back of his pants. Ob-

SCHOLASTIC COACH

livious to it all, he walked out to meet the g.f. Suddenly he felt a trickle down his leg. "God," he prayed, "I hope it's blood."

Coach Larry White of the Oroville, Calif., High School "B" team, raged on the bench as he substituted time and again in the Gridley game. For some reason, either the right or left defensive halfback zone was always untenanted. After the first quarter, Referee Tom Kelly walked over to the bench and said: "Larry, for crissake, when are you going to start using eleven men?" At least that's the way our old friend, Ralph E. Hensley, of Chico High, tells it.

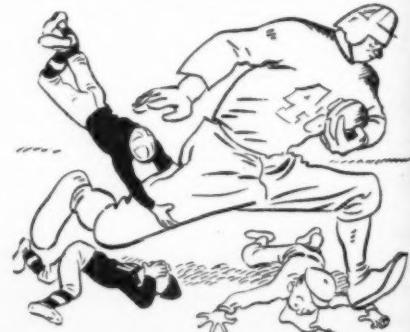
Attention, College Ivory Hunters! In his team's first five games, Bobby Gage of Boys High, Anderson, S. C., scored touchdowns on: A 74-yard run, another of 70 yards, two 65-yard sprints, two of 60 yards, one for 53 yards, and another of 40!

The U. of Texas Longhorns label their plays. There is the "Sway-and-Snort," a deceptive long ground-gainer. Then there is the "Sweeney Special," named after Mike Sweeney, a former Texas end, recently killed in action. But the real dazzler is the "Hep-te-diddy" in which the fullback fakes at the line and passes to the wingback on a reverse.

Some more notes on Fred Brocker, Hatboro, Pa., High's little 6 ft. 4 in 310-lb. tackle. His coach, Guye W. Miller, passes along the vital statistics: Age, 16; shoe size, 13; jersey, salesman's sample (about 56); thigh, 30; calf, 14; sleeves, 36½; pants, 42; hat size 7 (!).

When the opposing Quakertown coach instructed his boys to run around him, they retorted, "Okay, coach, but gosh, it's an awful long way around."

Round cleats push through the soles of his shoes, breaking the leather. So he must use oblongs. Everybody plays three men on him. But even this seldom works. Several weeks ago he took out the safety man and the umpire on a downfield block. His teammates do not hold him in awe. When he bumped his arm on the blocking machine some time ago, they rigged up a purple heart and presented it to him at practice the next day.



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8-0.

A few weeks ago, Milt Miller, the tub thumper of the American Soccer League, helped set up a series of pictures for us, which appeared in our October issue. We sent him a half dozen complimentary copies, which, after cutting up for his files, he threw on a pile of old newspapers, trade publications, etc., which he contributes every week to the scrap drive.

A couple of boy scouts serve as liaison agents—and vultures. They inspect his bundles closely, pick out the more interesting literature and either bring it home or sell it. Well, the week after they picked up the bundle containing the mutilated Scholastic Coaches, they came around again to the Millers and the first thing they asked was:

"Have you got any more Scholastic Coaches? They're swell. The kids at school went crazy over 'em. We sold 'em for 10c a piece!"

This year Mel Reed of Beaverton, Ore., coached an independent football team made up of boys between the ages of 16 and 18. One day a sailor asked him if he would play a Navy eleven stationed a few miles away. Although his boys hadn't played any games as yet, Mel, against his better judgment, agreed to take on the sailors. To his surprise, his boys won, 20-19. They played the sailors three more times and licked 'em each time. They also played a few other games and wound up with an unbeaten season.

During an important Big Ten game some years ago, Pug Lund, the Minnesota all-American, was stopped cold so often he began to think the opponents were ganging up on him. After one particularly vicious play in which he was buried under a mountain of flesh, Pug wobbled to his knees, then to his feet. He shook the cobwebs out of his head and glared at the crowded stands. Turning to a teammate, he mumbled: "How the devil did all those people get back up there so fast?"

Ivory League Notes: The Conrad, Mont., High School eleven was playing the Browning Indians on the Blackfoot Reservation, when one of the Conrad guards intercepted a pass, turned and dashed for his own goal line. Not a teammate made an effort to stop him! But two Indians took out after him. By dint of some superhuman running, one of them succeeded in making a shoe-string tackle on the two-yard line. "Never," reports S. O. Hefty, Conrad coach, "have I seen two such rapid-fire boners in succession."

A little late but still very welcome is the resume of the unique baseball series between the Hegins and Upper Mahanoy township high schools of Pennsylvania last spring. In the first game, Hegins won a no-hitter, 1-0. In the return, Mahanoy turned the tables with a one-hitter, 4-1. In the rubber game, Hegins won another no-hitter, 8-0.

(Concluded on page 37)

KNOCKDOWN BLEACHERS

are available for early season basketball

We are happy that we can again aid you with your seating requirements by supplying you with the bleachers that were the pioneers in the portable seating field and have been the recognized leaders since we originated this product.

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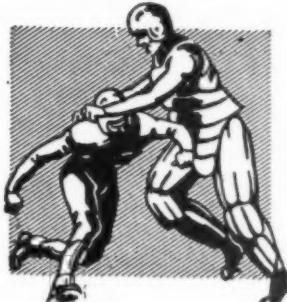
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(Est. 1895)

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|--------------------------------|---------------|
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| 15 No. 3 Fightbacks | at \$25. ea. |
| 35 unstuffed dummy cases . . . | at \$4.50 ea. |

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Write for prices.

REGALIA MFG. CO.
Dept. 102, Rock Island, Ill.

The Elements of Team Offense

(Continued from page 16)

team play will make for good shooting balance. By shooting balance, we mean a fairly equal distribution of shots among the five players. This makes for strong team play and good morale. The equality of shooting opportunities also produces a better balanced offense which, in turn, creates more defensive problems for the opponents.

Offensive Break. The offensive break stems most commonly from intercepted passes, jump-ball plays and the defensive rebound. A good fast-break team reacts quicker to these situations than the team not versed in the fast break. It is a matter of training the reflexes to these play situations.

An excellent drill is shown in Diag. 6. The offense practices medium long shooting, while the defense recovers the rebounds and starts the break. The breaking team should emphasize the coordination of three fundamentals, namely, defensive rebounding, the outlet pass or short dribble, and a fast pick-up on the change of possession.

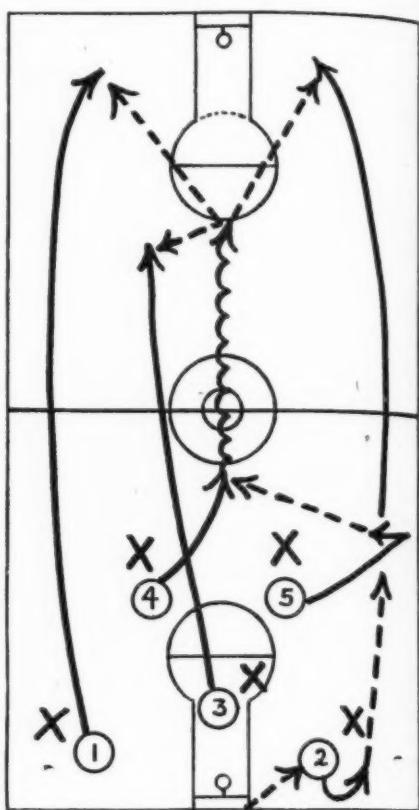
Offensive and Defensive Balance. In planning the team organization, you must have a coordination of offense and defense. Some coaches use a zone defense because its setup, with a front line consisting of the fastest men on the team, is ideal from which to fast break.

The first man down on offense should not carry a heavy defensive assignment. Similarly, the guard carrying the biggest defensive assignment, should carry a lighter offensive load. There should always be a balance between the two departments, so that neither is weakened by the demands of the other.

Different coaches use different methods regarding defensive balance. The main factor influencing their choice is the grade of material. A very poor offensive man is usually used as a safety, and serves more or less as the "watch dog" of the defensive basket.

A good long shot may also be the guardian, while a poor long shooting guard may work under the offensive basket to prevent the defense from two-timing the star offensive player. Big, slow men are usually held back and given a heavy defensive role under the backboard.

A good example of proper offensive and defensive balance is found in center play. Where a big center is called upon to play both boards, it is common to have him come down last on the fast break as well



Diag. 6

as to fall back last on defense. This is compensation and good balance because of his heavy assignment under both boards.

Flexibility and Free Lance. An offense must be flexible to meet the various defensive situations. Special defenses that over-play, two-time and press spell "murder" to the set, stereotyped offense. Free-lance and flexible offenses, which encourage initiative, permit the players to adapt themselves to the situation.

However, it takes a smart team to play a free-lance offense well. The players are equipped with a flexible play pattern from which they make their own plays to meet the situation. The play possibilities are practiced in the form of fundamental drills. A type of continuity is developed which aids the boys in choosing their plays. This type of offense, with all its learning opportunities, presents a sounder educational approach to coaching.

Coordinating Special Abilities. Players with "hot spots" should be equipped with play possibilities that set them up for shots. Boys who team up well or who have good quick reverses, good fakes and dribbles, clever pivot shots, or other specialties should have their specialties worked into the offense.

DECEMBER, 1944

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Coaches' Corner

(Continued from page 35)

Thus, reports Ed Zeigler, Hegins athletic director, the losing team in the three games made a total of one hit, which certainly constitutes a record of some kind.

Whaddaya mean by claiming Jean Parsons is the only female two-sport high school coach in captivity, writes E. F. Grider, secretary of the Idaho Activities Assn. Jean is only one of the three women football-basketball coaches in Idaho. The two others are Mildred Ryan, of Plummer, and Lucille Parson, of Montour. What's more, both also serve as superintendents of their schools!

The first day of practice, the former high school wonder took a varsity kick five yards back of his own goal and dashed 105 yards through the entire first team, which boasted some of the brightest stars in college football.

More chagrined than elated, the coach called both teams together and proceeded to give the scrub a tongue-lashing. He pointed out that the boy had run away from his interference, had zig-zagged more than necessary, had carried the ball in the wrong hand, etc., etc.

The short-tempered scrub glared at the speaker, then snapped: "And how was she for distance, coach?"

Can anyone match A. B. Dillon's record for coaching-teaching longevity? On Jan. 1, he enters his 50th year of teaching and 40th of coaching! Now at Downs, Kan., High for the fourth time, as librarian, study hall supervisor and assistant coach, his odyssey makes Ulysses look like a bum.

"Since graduating from Downs High in 1895, I have been superintendent at Downs (4 years), superintendent at Alton three different times (11 years), twice at Kirwin (5 years), 7 years at Lenora, 4 years at Hunter and 4 years at Osborne.

"I started girls basketball at Downs in 1903 and football in 1905, being superintendent and coach and the only male teacher in the school! In 1942, the Downs eleven was unbeaten, untied and unscored-upon in nine games.

"I was superintendent and coach at Kirwin in 1917-21 and we won 42 out of 46 basketball games through 1920-21. At Alton from 1928-34, I was superintendent and my son, Dean, coach.

"At Hunter, we had Warren Hayes, champion miler in '36, who missed Glenn Cunningham's state record by only .2s. The Lenora eleven went two and a half years (21 games) without a defeat.

"After a couple of generations in the coaching field, I still say: 'More power to high school athletics.'"

PRACTICE FOR AN R.C.A.F. PILOT

"I am a New Zealander serving with the Royal Canadian Air Force. I have hunted throughout New Zealand and hold the record for the biggest wild boar shot to date. This beast fell to my .22 Marlin rifle, from 40 yards. This rifle is looked upon as the most accurate and long-lived rifle now in the hunting circle."

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and BOXING COACHES**
A new and valuable book for your
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MASS BOXING

Simplified
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Max Marek

Chief Specialist (Athletics) U.S.N.R.

No more guesswork. Mass Boxing Drills in eight lessons. Simplest and most practical fundamentals, especially of blocking, parrying, counterpunching. Group formations. How to run a boxing show. Conditioning, relaxation, feinting, etc. all the ring lore of Champions. Unquestionably a great book.

Commander Gene Tunney says: "This Mass Boxing book looks to be a good guide for young men interested in boxing who have not had the opportunity for good instruction or proper guidance. If followed to the letter I feel that it would prevent injury and discouragement in the case of these young men. As a guide for mass boxing instruction it is above the average."

Spike Webb, U. S. Naval Academy Boxing Coach, says: "Knowing Max Marek as I do, this well-thought-out concise boxing manual comes as no surprise to me. I unhesitatingly recommend it to your attention."

CLOTH BOUND
ENAMEL PAPER
ILLUSTRATED

\$2

LIMITED EDITION, SEND NOW:

Simpson Publications

BOX 1447, SAN FRANCISCO 1, CALIF.

NOON-HOUR VOLLEYBALL PROGRAM

by Seymour L. Murphy

After coaching several years at Standish High, Seymour L. Murphy is now ensconced at Bad Axe, Mich.

WITH more and more students remaining on the premises for lunch, the noon eating hour has given rise to several problems, not all of which are concerned with food and facilities.

There is the matter of discipline, for example. The students are more nearly "themselves" in the lunch period than in any class room. And, whether they are kept inside all period or permitted to play after eating, they are sure to raise some Cain.

The first responsibility of the school is to encourage proper eating habits. Supervision is necessary to prevent the students from hurriedly eating their food and bolting out.

If you give the students 25 minutes for lunch, that's all you'll have time for. If, however, your period runs from 45 to 60 minutes, you have a leisure-time element.

The worthy use of leisure time is a cardinal principle of education. Hence, the extra minutes of the noon hour should be advantageously utilized. Since the students' interest is overwhelmingly in favor of activity, it is wise to humor it and at the same time channel it into wholesome outlets.

Over-strenuous activities should be avoided. After eating, they are both unhealthy and unhygienic. The activity, then, should be of a popular but not too active nature.

At Standish the past several years, volleyball has proven highly successful. Out of an enrollment of approximately 100 boys in the senior and junior high school, 85 are regular participants in a noon-hour program.

Early in the school year, all boys wanting to play list their names on the bulletin board. A captain is then elected by each room. The program chairman meets with the captains to draw up the various teams.

Each captain is handed a master list of the boys who have signed up. The chairman thinks of a number and the captain guessing closest to it is given first choice; the next closest, second choice, etc. The captain who has last choice (in this case the sixth) selects two players.

The fifth captain then takes a pick and the counterclockwise

method is continued back to number one, who also picks two players. Each captain chooses five players. Thus, six teams of 36 players make up what is called the major league.

The remaining boys elect six captains, who meet with the director to choose up six teams of 36 players for the minor league. Any players left over are used as substitutes in whatever way the captains decide.

The noon hour affords sufficient time for three games each day. Two leagues, each of six teams, are ideal for this amount of time; each team is thus assured of playing at least every other day.

I found it best to schedule games in both leagues each day, as shown in the following schedule (x denotes minor league games):

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| 1-2 | 3-4x | 2-3 | 4-5x | 3-4 |
| 1-2x | 5-6 | 2-3x | 6-1 | 3-4x |
| 3-4 | 5-6x | 4-5 | 6-1x | 4-2 |

This round-robin schedule may be repeated as many times as desired, especially if you want to determine a regular season champion.

The round-robin motif may be supplemented as conditions warrant by the ever-popular class tournament, ladder tournament, single or double knockout tournaments, and the Stanley Net (Cup) Playoff tournament.

One of the most valuable aspects of the program is that students supervise the entire set-up. Before the beginning of each game, the director calls the two captains together and decides the service with a flip of a coin or the closest guess of a number from 1 to 10.

Following this the captains pick responsible students to officiate in these positions: net caller, corner or side callers (two boys), and two scorekeepers. The net caller is considered the referee-in-chief. Inasmuch as he has been picked by both sides, his decisions are seldom disputed. Only in case of a flagrant error does the director voice his opinion.

Although this activity is primarily for boys, it has so much spectator appeal that many girls are taking keen interest in the games.

An integral part of the program is the posting on the bulletin board of the daily standings of the teams in the different leagues. Home rooms and student assemblies are also used to make necessary announcements.

DECEMBER, 1944

39

Motivation for Gym

(Continued from page 14)

board, the inferior performer discovers that improvement is easy. The records indicate that sub-squad members take only five weeks to attain the standards of the base.

2. Sports Program Board. Gives the following information from week to week: (a) Cadet of the week, Squad A; (b) Coach of the week, Sports Program; (c) Team of the week, Sports Program; (d) Average number of points per man per team; (e) total Squad A points.

3. Objectives Board. Stimulates interest by listing the definite and probable contributions of gymnastics and tumbling.

Contributions of gymnastics

Known contributions: (a) Improved abdominal and upper body strength; (b) Improved ability in climbing and descending ropes, jumping and falling without injury, vaulting and leaping, sure-footedness; (c) Improved agility, power, flexibility, body balance, and general coordination.

Probable contributions: (a) Balance and control of body in air; (b) Mental and physical orientation to unusual positions and movements; (c) Timing and rhythm in coordinated movements; (d) Elimination of fear when feet leave ground.

4. National Records Board. Lists the records made at Iowa and at other pre-flight schools, giving the cadets something to shoot at. Additional points are given for breaking a national record, which are added to the team standing in intramurals.

5. Grade Progression and Activities Chart (Illus. 3). The Grade Progression Chart is very accessible and objective, enabling the cadet to determine his progress with each stunt passed. All first week men start with a grade of 2.0 to prevent discouragement.

The Chart also aids instructors in lesson planning and facilitates competition between platoons and individuals. Provision is also made on the grade scale for important subjective grading dealing with qualities for officer aptitude such as leadership, perseverance, cooperation, initiative, etc.

The Activities Chart familiarizes cadets with the technical names of the stunts, constantly suggests future stunts to try, and creates interest through questions and answers.

6. Bulletin Board (Illus. 5). Pictures showing good performers, rec-

(Concluded on next page)

MASTER COUPON

After carefully checking items desired, mail this coupon directly to Scholastic Coach advertising department, 220 East 42nd Street, New York 17, N. Y.

ALCOHOL EDUCATION

- Bob Chambers Poster, "Touchdown Fitness"
How many

BECTON-DICKINSON (30)

- Ace Manual on Athletic Injuries

BIKE WEB (17)

- Information on Athletic Supporters

BROOKS SHOE (33)

- Information

CONSOLIDATED LABS. (38)

- Information on Perma-Gym-Seal Floor Finish

CONVERSE RUBBER (19)

- 1943-44 Basketball Year Book
 Converse-Dunkel Basketball Forecast

CULLUM & BOREN (25)

- Chart, "Proper Care of Equipment"
How many

DENVER CHEMICAL (31)

- Handbook, "Athletic Injuries"

EAGLE METALART (33)

- Catalog on Sport Emblems, Medals, Cups, Trophies, Badges

MARTY GILMAN (35)

- Information on Football Practice Equipment

GRISWOLD & NISSEN (32)

- Booklet, "Tips on Tram-poliniing"

HILLYARD SALES (29)

- Basketball Chart and Score Book
 Catalog on Floor Treatment and Maintenance

HUNTINGTON LABS. (4)

- Seal-O-San "Basketball Coaches' Digest"

KAHNFAST ATHLETIC FABRICS (37)

- See ad for Nearest Uniform Maker

BRADLEY M. LAYBURN (32)

- Information on Gym and Playground Apparatus, Portable Bleachers

LEAVITT CORP. (35)

- Information on Knock-down Portable Bleachers

LINEN THREAD

- (Inside Front Cover)
 Catalog on Sports Nets
 Folder on How to Take Care of Your Sports Nets

.(Numbers in parentheses denote page on which advertisement may be found)

SEE PAGE 40 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

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JIM-FLEX MATS**

Made of platten process layer felt, guaranteed free from broken steel punching needles . . . 100% safe. Side walls built up square . . . reinforced handles . . . extra strong covers . . . hand-tufted every 6" . . . built to stand abuse.

National Mats and Pads are widely used by High Schools, Universities and Colleges throughout the country. They represent outstanding values . . . built right . . . priced right.

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TRAINING BAGS
Our new catalog showing
all kinds of MATS, RINGS and
many, many other
ITEMS is now
ready and will be
mailed you upon
request.

(Continued from page 39)
ords established, etc.; clippings, general information, procedure, latest gymnastic news.

7. Squad A, B and C Stunt Board (Illus. 6). Aids in the study of nomenclature, the different stunts to be performed and the progression as to difficulty.

8. Developmental Gymnastics Chart (Illus. 4). Series of stunts for sub-average cadet to show what he can do to develop himself. In six weeks' time, he can reach norm of base.

Wall illustrations—paintings and information—of specific stunts (Illus. 7) creates a better gymnastic atmosphere, offers general tips on body position and balance, the correct procedure as a teaching aid for the instructor and as a learning aid for the performer.

9. Photographs of Routine Performance: High bar, parallel bars, doubles balancing, tumbling, horse, progression of movement necessary for routine stunts.

10. Publicity: Films, school paper—cadet of the week, team of the week, varsity, trampers (trampoline); local papers, pictures to home town papers of cadets who are outstanding or who have broken a record.

Specific Motivations: Class A gymnastics board listing stunts to be accomplished on all apparatus, names of outstanding cadet gymnasts; exhibitions.

Tramp (trampoline) Club. For motivation, the names of the outstanding trampers may be printed on the canvas. Permanent records may be kept and a chart on the nomenclature of the stunts displayed. Movies, exhibitions and cheerleading opportunities are other good devices.

THEY ALSO SERVE!

THE nation's sporting goods manufacturers are going all out for Uncle Sam. Despite heavy handicaps, their record glows with examples of increased production. They are meeting enormous military requirements while doing their utmost to keep the civilian front supplied.

In recent months three large sporting goods houses were uniquely honored by Uncle Sam. A. G. Spalding & Bros. received its second Army-Navy "E" for excellence in the manufacture of sporting goods and in the production of a large variety of items for front-line battle use.

The Rawlings Mfg. Co. is justly proud of receiving its third "E" award, while the Seamless Rubber Co. is now flying its original "E" flag with three white stars, symbolic of four "E" awards.

SCHOLASTIC COACH MASTER COUPON

(See page 39 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

MARBA SYSTEM (32)

- Information on Athletic Equipment Reconditioning

MARLIN FIREARMS (37)

- Information on Rifles

McARTHUR & SONS (39)

- Post-War School Towel Plan

FRED MEDART (23)

- Book, "Physical Training, Practical Suggestions for the Instructor"
 Booklet, "Physical Fitness Apparatus"

NATIONAL SPORTS (40)

- * Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers

PETERSEN & CO. (33)

- Catalog on Gym Mats, Wrestling Mats, Boxing Rings, Mat Covers and Prone Shooting Mats

QUAKER OATS (2)

- "How to Play Winning Basketball," by Adolph Rupp.
How Many

RAWLINGS (20)

- Sports Catalog

REGALIA MFG. (36)

- Illustrated Catalog and Price List on Service Flags, Plaques, Emblems

SPALDING & BROS. (1)

- Catalog
 Sports Show Book
See ad for information on free World Series film.

UNIVERSAL BLEACHERS (29)

- Information

U. S. RUBBER (27)

- "Basketball" by Everett Dean and Bill Anderson
How Many

VOIT RUBBER (3)

- Catalog on Rubber Covered Athletic Balls and Equipment
 Illustrated Price List

WILSON (6)

- Catalog

NAME _____ POSITION _____
(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated

December, 1944

No. 2 of a series of advertisements showing what Esquire is doing in the sports field.

Esquire is doing things in SPORTS

Esquire Conducts the Nation's Only Sports Poll

- it gives you the only scientific measure of sports opinion
- it keeps you up with today's controversial sports issues
- it develops new angles in the recognition of sports problems

• YES—ESQUIRE is taking an active part in sports—by weighing the nation's sports opinions in its unique and widely-quoted Sports Poll.

DIRECTED BY RALPH CANNON and Herb Graffis, the Esquire Sports Poll cross-sections opinions of coaches, sports editors, sportscasters, and sportswise laymen. By tabulating these votes, the Esquire Poll gives you a bang-up measure of national sports thought. And by printing a cross section of comments on timely and all-time questions, the Sports Poll develops new angles on sports . . . gives you a fund of sure, sound, and scientific sports facts at your fingertips.

NOT JUST IN POLLING sports questions, but in many sports activities, Esquire is playing a vital, forward-looking role. That's why you'll find that Esquire—a living part of the sports world—is the favored magazine of men who are doing things in sports.



CHARLES E. "GUS" DORAIIS
athletic director, Detroit Lions,

"Congratulations on conducting the first poll on sports. Your Sports Poll fills a decided need and helps keep the banners of sport flying during these trying days."



SAM BAUGH
quarterback, Washington Redskins,

"The Esquire Sports Poll gives an interesting slant on a lot of debatable sports queries. You've certainly supplied fodder for many a good 'bull session'."



THOMAS A. YAWKEY
president of the Boston Red Sox,

"Though I get the biggest kick out of your baseball polls, I find the Sports Poll consistently interesting. It's a fine way to keep in touch with the sports world."

AMERICA'S LEADING GENERAL MAGAZINE ON SPORTS

Esquire

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You men in Athletics know what the word "dependable" means as applied to players on your ball teams — they are the ones who can and do come through when the chips are down.

Your players in turn look to you to provide them with adequate protective equipment — so that they may carry out their competitive assignments — and they look to you for dependable equipment.

In these days of scarcity of Athletic Equipment you too must look to those who are able to maintain your Athletic Equipment and keep your ball teams playing in wartime.

In placing your trust in a business concern to preserve your precious Athletic Equipment — look no further than the Record Book of the IVORY SYSTEM for dependability — the oldest Record Book in the reconditioning industry.

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